

MUCH FROM MANY

A Resource Book

for

Secondary Social Studies Teachers

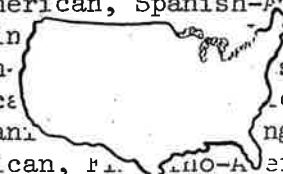
presenting

Views and Aspects Reflecting

Contributions from Several Ethnic Groups

to the American Heritage

Curriculum Bulletin No. 319
Fort Worth Public Schools
Fort Worth, Texas
1969





AMERICAN SOCIETY OF CIVIL ENGINEERS
NEW YORK



MUCH FROM MANY

the country from the year 1800

Board of Education

MR. LOYD L. TURNER PRESIDENT
MR. BILL ELLIOTT VICE-PRESIDENT
MR. JIM HARRIS SECRETARY

MR. BOBBY L. BRUNER
THE REVEREND JOHN R. LEATHERBURY
MRS. CAREY H. SNYDER
MR. GREEN B. TRIMBLE

Administrative Staff

Mr. Julius G. Truelson Superintendent of Schools
Dr. Ivan. W. Fitzwater Deputy Superintendent

Division of Instruction

Mr. James M. Bailey Assistant Superintendent for Instruction
Mr. Harold Graves Director of Curriculum and Research
Miss Josephine Kelly Director of Special Education
Dr. Caroline Locke Director of Teacher Education
Mr. Robert M. McAbee Director of Vocational-Industrial Education
Mrs. Nancy Vick Director of Secondary Instruction
Dr. G. Weldon Wells Director of Elementary Instruction
Dr. Dewey W. Mays Assistant Director of Curriculum
Mrs. Luella Higley Coordinator of Instructional Materials and Library Services
Mr. Jack Tarvin Coordinator of Secondary Instruction, Title I
Mr. Tom Young Coordinator of Elementary Instruction, Title I



Foreword


It is the goal of the Fort Worth Public Schools to provide the best possible program of learning at all times. In an era of great social change, this goal becomes a challenge indeed. Most of our printed matter reflects the philosophy of a by-gone era. For today's social studies curriculum, we must present a more balanced picture of those members of all ethnic groups who influenced history. And many of these names are entirely omitted from most books. Therefore, supplementary materials must be furnished to provide our students with a more nearly true picture of our nation's past.

Three long-range steps are being taken to provide the necessary supplementary materials for American history in grade 8 and grade 11. First, libraries are purchasing those books, transparencies, tapes, records, and filmstrips which are available and appropriate at this time.

Next, social studies teachers have attended one workshop, "Much from Many," which provided opportunities for teachers to learn about the contributions of the various ethnic groups which make up our nation. Other similar workshops will be held in the future.

Finally, this reference book for teachers, *Much from Many*, developed by the participants of the workshop, will provide all teachers with resource information, transparencies, and filmstrips with which to supplement eighth- and eleventh-grade history courses. These materials are to be integrated with the traditional units of history. Only in this way can we teach students history as it really happened. Only in this way can teachers build each student's own self-image and, at the same time, help him develop respect and understanding of his fellow American.

This publication marks the beginning--not the end--of this resource guide. It is put in a loose-leaf binder so that subsequent workshops can add to it as information and circumstances permit. In this way, we can keep our history courses more nearly in tune with the great social changes which characterize today's world. In this way, we can provide history courses more relevant and more meaningful to each student.


Julius Truelson
Superintendent of Schools

January, 1969

Production Record

Much from Many marks a major step in a long-range project to rectify some of the past shortcomings of social studies instruction. Since it will be expanded and revised, it can not be viewed as a final accomplishment, but it can be regarded as a significant beginning.

The preliminary phase came in the fall, 1968, during the Much from Many workshop, conducted for and by secondary social studies teachers. The group met on four Saturdays for a total of twenty-four in-service hours. During these sessions, efforts were made to learn more about the contributions of multi-ethnic groups to the American heritage, with the major stress being placed upon the Negro-American and the Mexican-American.

This entire bulletin is an outgrowth of the ideas encountered in the workshop. It is a result of the thoughts phrased there, a reflection of the friendships formed there, and an expression of the conscious concern voiced there by sincerely dedicated teachers.

To each of the following persons who participated throughout the workshop we are indeed grateful.

Miss Judy Andrews	Mrs. Barbara Hicks
Mr. Thomas Ausbrooks	Miss Joyce Howard
Miss Helen Benson	Mrs. Essie O. Johnson
Mrs. Ila Belle Brown	Mr. Henry Earl Johnson
Miss Willa Coaxum	Mrs. Daisy Kahn
Mr. Luther Craft, Jr.	Mrs. Mildred Kirkpatrick
Mr. Rudolph Eastman	Mrs. Almeda Lappin
Mrs. Rosalie Evans	Mrs. Linda Martin
Mrs. LaVerne Gill	Mr. Lawrence Maynard
Mrs. Erma Grant	Mrs. Evelyn Morrison
Mrs. Mary Grigsby	Mrs. Odessa Ravin
Mrs. Lenna Hall	Mrs. Mary Roberson
Miss Mattie Hall	Mrs. Jessyl Thomas

Many of the people named above submitted preliminary written drafts; therefore, to them we acknowledge a special indebtedness.


To the membership of the committee who structured the workshop ideas into this resource book, we likewise acknowledge a debt of gratitude.

For their efforts, which have been both dedicated and exhaustive, we express sincere appreciation to Mrs. Joyce Austin for her enthusiastic resourcefulness from the planning stages of the workshop to the concluding editing of the results; to Mrs. Dorothy Niesen, for her thorough and knowledgeable writing skill; to Mr. Leon Mitchell, Jr., for his methodical researching ability; and to Mrs. Ila Belle Brown, for her inspirational talent in translating ideas into visual interpretations for all to share.

Mr. Billy W. Sills, Consultant in Secondary Social Studies, is to be especially commended for his assistance and coordinating efforts. Without his interest and diligence in preparing these materials, this bulletin would not have been possible.

Credit is further extended to the staff of the Education Service Center, Region XI, for the cooperation received in the preparation of the accompanying visuals; to Dr. Charles Wesley of the Association for Negro Life and History for his encouragement and assistance in securing permission for us to reproduce some auxiliary teaching materials; to the principals--Mr. J. Martin Jacquet, Mr. Ree Bostick, and Mr. Dan Rhome--who assisted by making provision for some specialized needs of the workshop and the finalizing team; to Mrs. Nancy Vick, Director of Secondary Instruction, and Dr. Caroline Locke, Director of Teacher Education, for their helpful suggestions and their willing support; to Miss Mary Lee Poindexter, Consultant for Foreign Languages, for her effective presentation to the workshop; and to Dr. Dewey W. Mays, Jr., Assistant Director of Curriculum, for his efficient and diligent editing efforts in the final preparations for publication. Without such help, this production would have been an impossibility.

The bulletin was edited and published in the Department of Curriculum.


Harold Graves, Director
Curriculum and Research

January, 1969

Table of Contents

PART ONE	INTRODUCTION	FWMM I
	Much Has Come From Many	1
	Minorities Contribute Uniqueness to Majorities	2
	All Americans Are Americans	3
	Schools Have a Renewed Challenge	4
PART TWO	GUIDELINES FOR THE USE OF THE BULLETIN	FWMM II
PART THREE	MULTI-ETHNIC CONTRIBUTORS AND CONTRIBUTIONS	FWMM III
	Discovery, Colonization, and Revolution	
	Estevanico	1a
	Jean Baptiste Pointe du Sable	2a
	Crispus Attucks	3a
	The Nation and Its Sections	
	Benjamin Banneker	4a
	Phillis Wheatley	5a
	James Derham	6a
	Richard Allen and John Chavis	7a
	Jim (James P.) Beckwourth	8a
	Sequoya	9a
	Lorenzo de Zavala	10a
	Juan Seguin	11a
	José Antonio Navarro	12a
	Division and Reunion	
	Sojourner Truth	13a
	Harriet Tubman	14a
	Frederick Douglass	15a
	Robert Smalls	16a
	Hiram Revels	17a
	The Emergence of a Modern America	
	Jan Ernest Matzeliger	18a
	I. M. Terrell, Milton Kirpatrick, and others	19a
	George Washington Carver	20a
	Paul Laurence Dunbar	21a
	Quanah Parker	22a
	Ida B. Wells	23a
	Maggie L. Walker	24a
	Henry Ossawa Tanner	25a

Twentieth Century Horizons

Matthew Henson	26a
Arthur Schomburg	27a
William "Gooseneck Bill" McDonald	28a
W. C. Handy	29a
Mary McLeod Bethune	30a
Luis Muñoz Marín	31a
Langston Hughes	32a
Daniel Hale Williams	33a
Charles R. Drew	34a
Ernest E. Just	35a

Contemporary America

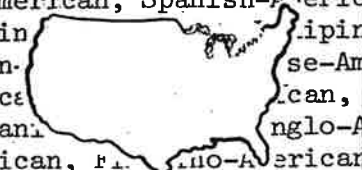
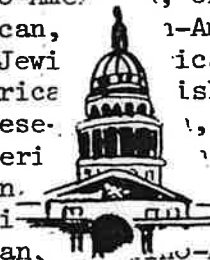
Marian Anderson	36a
Richard "Pancho" Gonzales	37a
Ralph J. Bunche	38a
Saburo Kido	39a
Benjamin O. Davis, Sr. and Jr.	40a
Martin Luther King, Jr.	41a
Carl T. Rowan	42a
Thurgood Marshall	43a
Daisy Bates	44a
Robert C. Weaver	45a
Henry B. Gonzalez	46a
Daniel Inouye	47a
Leontyne Price and others	48a
Jackie Robinson, Althea Gibson, and others	49a
Edward R. Roybal	50a
Tsung Dao Lee and Chen Ning Yang	51a
Roy L. Barrera	52a

PART FOUR BIBLIOGRAPHY AND INSTRUCTIONAL AIDS FWMM IV

Reference Books for General or Specific Reading	1
Books for Parallel Reading	3
Magazines	6
Audio-Visual Materials and Other Instructional Aids	7

Part One

Introduction



THE
LIBRARY



Part One

Introduction

I. MUCH HAS COME FROM MANY

As one considers history, it becomes most evident that much has come from many, but when determining what constitutes the "much" and what is meant by the "many," one is confronted with uncertainty. For to believe that written history has been able to capture all the potential accounts of mankind's achievements is to engage in a futile reasoning which overlooks the fact that voluminous libraries and copious research are involved if the meaning of an event, a person, or an era is approximated. History as a study cannot be viewed differently. It is not an exact science; so it must be regarded as what it is--namely, a study in pursuit of exactness; a continuous search for interpretations and reinterpretations which best explain what has occurred.

Logically it should follow then, since history is never finalized, that there have been many obstructed views which would have provided mankind with entirely different perspectives had people been totally aware of their past and fully aware of their limited viewpoints. This is not to minimize the integrity of historians nor to degrade the significance of history itself; rather, it is an attempt to indicate that man's ability to capsule time without oversight and, at times, even gross error, is an impossibility.

For such reasons, it behooves teachers to recognize that it is wise in historical studies to grant occasional credit to individuals--little-noted, isolated, or even anonymous--who, without mankind's awareness, directed and molded aspects of heritage. Such persons can be located in unlimited numbers if one but searches for them, and they can be found within the ranks of every acknowledged group throughout history. Such acknowledgments can place the learner in the role of the historian and can promote his knowledge of historical interpretations. A technique such as this should diminish neither the integrity nor the role of history in the curriculum, but it should enrich it and give it new significance. Perhaps such a practice is verified in America's approach to honoring her war dead; for it is, after all, a nameless tomb which symbolizes the tribute to the unknown--a symbol which in actuality enhances the role played by all war dead, whether buried there or elsewhere.

But ultimately, whether the "much" has come from those who are identifiable or those who are unidentifiable, from the well known or the little known, or from the significant or the insignificant is of little importance; for, in the final analysis, the greatest understanding to be taught, and to be learned, is that every human being, regardless of social status or opportunity, has had an influence upon heritage. True, the extent of that influence and the value of it is a relative matter, dependent upon the person himself and upon society's interpretations of what did or did not occur; nonetheless, the historical importance of every person remains significant.

Recently, historical and educational events of the past few years have mandated an intensive reevaluation of the objectives and achievements in the current social studies curriculum. Many approaches have been initiated across the nation to do so. Their results thus far are quite divergent, but one idea seems to emerge--namely, that *content has to be relevant* to the individual learner or the result will be negligible, verifying that social studies course offerings do have shortcomings.

Significant shortcomings have become similarly evident in connection with past assumptions concerning the effect of content upon individuals who are members of minority ethnic groups, such as the Negro, the Indians, the Mexican-American, and others. Previously, the assumption has been that *every* student has been able within the "traditional" study of history courses to identify with the personalities studied and has been able to locate fortification for personally held beliefs about the personal worth of the individual. Across the nation this just does not seem to have been the result. Seemingly, traditional studies have failed to meet the needs of many young people, especially those from ethnic minorities. In their opinion, they have not been included, and they hold that the real result has been the promotion of a disdain for the differences which they represent. It may be that the concept of America's being a "melting pot" of cultures in reality may have blurred the presentation of history for these youngsters. This may have resulted instead in course content selections which overlook (as someone has said) the "salad bowl" result of the American culture.

Because the Fort Worth Public School system is committed to the goal of helping every person ". . . believe in the dignity and worth of each individual, including himself," and because recent evidence does indicate that many young people have not been able to recognize such concepts, it has become not only plausible, but indeed mandatory, that teachers begin to supply patient assistance and intentional encouragement in helping youth trace the particular threads for the specific patterns which serve to prove the roles *their* ancestors played in creating the fabric that is mankind's history. Such insight, if grasped by students and teachers, should be helpful in building a renewed relevance into all social studies content, regardless of the learner's ethnic background.

II. MINORITIES CONTRIBUTE UNIQUENESS TO MAJORITIES

Minorities are observable throughout history. They are more obviously present sometimes than at other times, but they and their roles in society have always been there. Often it can be noticed, that it has been just such minority groups which have been the significant factors in the direction taken by the majorities; therefore, their roles in the past must not be overlooked.

Yet, here again it seems that the concept that "much" has stemmed from the "many" can provide explanations, but here again it also seems quite plain that the absence of a complete unfolding of knowledge has likewise failed to provide a full understanding of the contributions and influences of

minorities. Such a situation compounds the necessity for greater skill in teaching the social studies; otherwise, achieving the basic, long-standing objectives can never be attained.

Interestingly enough, that which constitutes a minority or a majority seems always to be changing; so the popular definition of the term minority can be misleading. Minorities should not be thought of as being distinguishable just by language, color, creed, or the like; minorities must be viewed as minorities merely because they lack sufficient numbers to be the majority. Obviously then, the majority groups are composed of diverse and changing minorities, each with a uniqueness within itself. This becomes especially true when the unit is reduced to the level of the individual as the smallest component group. And because of such diversity, it should not be surprising that written records blur as to which groups accomplished what. Yet in the dimness of such distinctions, the significance of the role of every group should not be diminished.

In considering majorities and minorities, it is important to recognize that the way in which a young person of a minority group views himself seems closely intertwined with the degree of respect with which he holds his group. And his view of his group also relates to his own awareness of what particular part of mankind's heritage is his and his group's. Since this factor has such relevance for him, schools are obligated to help him discover a full dimension of heritage for himself. The importance of the issue does not seem to be how significant or insignificant contributions have been, nor how well known or how obscure contributors have been, but whether he has been helped to realize that as a person his heritage is included too.

Every individual, regardless of majority or minority status, stands to benefit from an appreciation of the fact that majorities are composed of minorities. For every person needs to realize that he and every other person are in some instances members of some minorities--whether political, geographical, cultural, economic, ethnic, linguistic, or religious in nature--which do offer basic influences upon surrounding society today and have been doing so in the past. From such a vantage point, it becomes significant that all students understand that every group does contribute, and that in a democratic society a majority does not possess the entire potentiality for accomplishment. A whole so constituted, if properly recognized, possesses a vitality derived from the very uniqueness of the minorities within the majorities.

III. ALL AMERICANS ARE AMERICANS

Yet behind all the diversity, it remains true that every American is an American; so it is vital in the process of observing differences that this fact not be minimized.

It will be remembered in legend that it was a bundle of sticks which had the enduring strength and not the separate twigs. To overemphasize the

significance of one segment of heritage over another would be to distort the lessons taught by history. And, even on the basis of buoying up the morale of discouraged youth, to misuse the verifiable facts of the past would be to engage in intellectual dishonesty. Therefore, the historical study must be one of deliberate inquiry, tempered by emotional restraint and characterized by scholarly balance.

At this point it may be that there is genuine wisdom in a reexamination of the historical phrase, *E Pluribus Unum*, as the expression of an American political ideal which embraces the concept of a *new* creation. Within it lies the implication that a new uniqueness began with this nation. In many ways the nation itself was unrecognizable as being representative of its parts, yet it obviously depended upon each of its units. If the states had retained their separate identities, the union would not have become a reality. But because of its strength in becoming a new entity, it maintained its multifaceted nature and accomplished the very uniqueness of the political form itself.

From another aspect, the heritage of this nation is as a tremendous tapestry, possessing a richness in pattern that is woven of varied threads and involving original designs supplied by many cultures. Its composition is as complicated or as simple as a large grandiose design or as a single thread which can almost seem hidden because it is so tightly woven but which actually provides the finishing touches to the entire effect.

Contributions of the numerous ethnic groups in America's heritage must be viewed in the manner of the tapestry. None can be regarded as insignificant; none can be viewed as representing an "entire" result; all must be viewed within the context of a total heritage. For *all* Americans are Americans whether reflecting the influences from Asia, from Africa, from Europe, or from America itself. In this way, the history of America has become the history of specific Caucasians, of specific Negroes, and of specific Orientals; it is the account of specific peoples; it is the story of small minorities and of large majorities, both in the mainstream of the past and the present; and it is the rediscovering of that which is well known and the uncovering of that which has oftentimes been obscured. The inclusion of America's strengths and weaknesses throughout her past will surely determine how unique and how great this nation will remain in the future.

IV. SCHOOLS HAVE A RENEWED CHALLENGE

To fulfill the modern challenges expressed in educational aims, all schools are presently confronted with renewed challenges and ever-present opportunities.

To help young persons prepare for life in a changing present and in an open-ended future, it is imperative that teachers in the Fort Worth Public School system

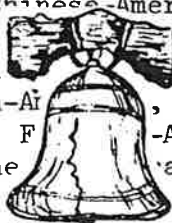
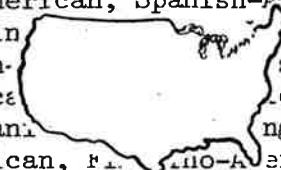
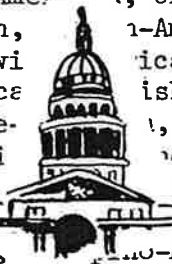
- A. Strive to achieve the objectives and ideals formulated in the past and to develop conceptual goals that reflect a continuous evaluation of what young people encounter and learn, particularly as these aims relate to the dignity of man, the principles of freedom and equality, the understanding of interpersonal and group relations, and the formation of ethical and moral standards of behavior;
- B. Acknowledge that every person seeks to be proud of a personal heritage as applied to the history of a nation and a world;
- C. Recognize that each student's discovery and rediscovery of heritage is not a simple task but involves a lifetime of effort;
- D. Utilize every opportunity to assist each classroom group to function responsively to its ethnic composition;
- E. Encourage every young person to discover the fact that, despite the significance of heritage, the greatest importance for learning lies in what each one as an individual will do with his or her personal future;
- F. Realize that the continued improvement of the social studies curriculum rests solidly upon the insights and the ability of social studies teachers;
- G. Dedicate themselves to the task of enlarging their own awareness of the contributions that various ethnic groups have made to mankind's heritage; and
- H. Accept the fact that an instructor's academic preparation can never be regarded as fully adequate but must undergo constant improvement through planned learning opportunities.

Part Two

Guidelines

for

The Use of the Bulletin





Department of the Interior

Part Two

Guidelines for the Use of the Bulletin

- I. This bulletin has been designed as a practical aid to social studies teachers who are teaching American history at grades eight or eleven so that the often-omitted mentionings of the contributions made by multi-ethnic groups will now be included.
- II. The following comments and suggested guidelines are made to indicate a feasible use of the bulletin and the related auxiliary materials which will be supplied.
 - A. The basic philosophy of the entire publication is the intent to provide resource ideas within the regular curriculum which will encourage both teachers and students to begin inquiry immediately into what constitutes America's heritage when viewed from two important aspects.
 1. That heritage must be seen from the perspective of a multi-ethnic society.
 2. That it must be recognized that in the mainstream of American life all Americans are Americans.
 - B. These materials should *not* be used in isolation; nor should they form a unit on multi-ethnic personalities. They can be used most effectively by including them as an integral part of the regular units of study.
 - C. Focus is placed on specific individuals who are representative of those who have made contributions to the American heritage. Many of these are currently omitted in textbook accounts or have been treated in obscurity.
 1. Fifty-two biographical sketches have been included in Part Three and are placed in a broad chronological sequence. Additional people have been referred to as they relate to the named person, the period, or the accomplishment.
 - a. At best this listing can be viewed as but an initial beginning; for a complete listing would obviously be an impractical undertaking.
 - b. The selections doubtlessly have overlooked persons who might judiciously have been placed in the bulletin; however, it is felt that value will be derived by both teachers and students if they develop what they view as an "adequate" list to supplement these sketches.

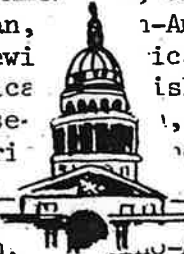
2. The individuals selected were included to present diversity, both in accomplishment and ethnic heritage, and were intended to parallel the major ethnic minority patterns in the Fort Worth Independent School District. The majority of the sketches represent the Negro-American and the Mexican-American, but other ethnic groups are represented to a lesser degree.
 3. Teacher ideas about future addenda are encouraged, including suggestions for names to be included, ethnic representations needed, audio-visual materials that would be valuable, and library references which would prove helpful. The selection of additional names should offer an excellent opportunity for a class to examine the items of evaluation used by a historian to justify his decisions to include or to pass over items in his writing. Should teachers feel information should be deleted, this too should be referred to the Department of Curriculum or the Consultant in Social Studies for further consideration.
 4. A full-page illustration appears on page "a" of each section and may be used as a visual teaching aid. Since the page itself can be removed from the bulletin temporarily, it may be easily used as a flat teaching picture, a bulletin board illustration, a master for duplicating purposes, or in a variety of other ways.
 5. A short factual description of the individual's contribution appears for the purpose of ready reference on the "b" pages of each section. The generally-accepted name, its spelling variations (where applicable), the years of birth and death (if such information is known), and the ethnic heritage represented are also included on the page. Such information should be immediately helpful to teachers.
 6. The items to be found on the "c" pages of each sketch offer valuable assistance by listing possible instructional aids, by giving sources for specific library references for teacher or students, and by making suggestions for including the material in the junior high or middle school course at grade 8 and in the high school course at grade 11. These suggestions should be regarded as suggestions and not as instructions; so teachers should feel encouraged to adapt and change the activities in keeping with the needs of specific classes.
- D. Part Four of this publication includes the bibliography and instructional aids. Reference books for general or specific reading, books for parallel reading, audio-visual materials, and other instructional aids are detailed in the section. Care should be taken to notice that some of the books are particularly valuable at the eighth-grade level.

1. This listing emphasizes the role of the Negro, because, of the several ethnic groups, the preponderance of recent writing has been on this group.
 2. The bibliography may prove to be one of the most valuable sections of the bulletin, since so many avenues for locating new reading sources are indicated for teachers who may feel inadequately prepared in the content suggested. For students it should also prove that single textbooks simply do not suffice.
- E. Flexibility has been regarded as fundamental to this type of guide; therefore, the loose-leaf format for teachers was selected to permit page-by-page use and to make possible future additions that can update the data and can enrich the bulletin. Such material and such an approach should reconfirm that this guide merely provides the "launching point" and does not attempt to establish the "finalized destination."
- F. A major consideration and concern has been the fact that books and information which adequately reflect the contributions of individuals with the Mexican-American heritage have been somewhat more difficult to locate than have been those items on the Negro heritage; therefore, future additions will be planned to provide additional materials of this type as they become available.
- G. A basic assumption underlying the entire publication is that the single-textbook approach can no longer suffice and that many resources must be used to educate properly the students presently in social studies classes. Therefore, in conjunction with this bulletin, additional auxiliary materials are being supplied as readily as possible to each school. These will include a set of "Much from Many" transparencies, a "Much from Many" filmstrip, and classroom library books for use by teachers and students.

Part Three

Multi-Ethnic

Contributors and Contributions



Handwritten text, mostly illegible due to fading and bleed-through.



Handwritten text, mostly illegible due to fading and bleed-through.

Handwritten text, mostly illegible due to fading and bleed-through.

Small, faint printed text or stamp.

Small, faint printed text or stamp.

Small, faint printed text or stamp.

MUCH FROM MANY

Contributor ESTEVANICO (Esteban, Estebanica)-16th Century

Ethnic Heritage SPANISH-NEGRO

Contribution "Little Stephen" or Estevanico, an early explorer, played an important role in opening the southwestern part of the United States for settlement. Estevanico was born in Morocco. He was of African and Arab ancestry and was one of many Negroes who came to the New World with early Spanish explorers.

Estevanico traveled for eight years from the coast of Florida to Mexico City. The Spanish viceroy was eager to find the vast riches of the fabled seven cities of Cibola. A Franciscan Monk, Fray Marcos de Niza (Friar Marcos), was appointed to lead the expedition. Having lived among the Indians from time to time, Estevanico spoke several Indian languages. Because of this, he was invaluable as a translator and guide for the Spanish explorers.

In 1539, he led the expedition into southern New Mexico and Arizona. He was instructed to send back messages with wooden crosses. When he sent back a cross as tall as a man, Friar Marcos assumed that he had made important progress.

Later messengers reported that Estevanico had been killed by the Zuni Indians. His leadership led other explorers into this area for further exploration and settlement.

Suggested Instructional Aids

Transparency of Estevanico from Much from Many series

Map of the routes of the early explorers in the New World

Sources of Information

Hughes, Langston. *Famous Negro Heroes of America*, Dodd, 1958, pages 13-20.

McRae, Norman and Jerry Blocker. *The American Negro*, Impact Enterprises, Inc., 1965, page 8.

Perrigo, Lynn I. *Texas and Our Spanish Southwest*, Banks, 1960, pages 16 and 18.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. In the Spanish colonization section of Texas history, have a report on Estevanico.

2. Trace the route of Estevanico on a map of North America.

3. Have a class discussion on why Estevanico sent back a large cross.

HIGH SCHOOL

1. Discuss the importance of Estevanico's expeditions to the exploration and colonization of the southwestern part of the United States.

2. Relate this to a discussion on "pioneers" in such areas as space, medicine, and science.

3. Discuss Leo Wiener's claim that Africans were the first to penetrate the interior of North America.

4. Have the class do research and then discuss the Negro with Spanish explorers, including Columbus' discovery of America.



ESTEVANICO



JEAN BAPTISTE POINTE DU SABLE

MUCH FROM MANY

Contributor JEAN-BAPTISTE POINTE du SABLE, 1745-1818
 (sometimes de Sable)

Ethnic Heritage NEGRO-FRENCH-AMERICAN

Contribution The founder of the city of Chicago was Jean Baptiste Pointe du Sable, a fur trader whose father was French and whose mother was Negro. Du Sable was born in Haiti and came to New Orleans to further his father's fur-trading business. He moved up the Mississippi River and in 1772 established a trading post near where the Wrigley Building now stands in Chicago.

About 1800 du Sable sold his property in Chicago and moved to St. Charles, Missouri, to live with his son. At Pioneer Court, Michigan Avenue, on the north bank of the Chicago River, there is a monument to du Sable.

Suggested Instructional Aids

Transparency of du Sable from the Much from Many series

Highway map showing the city of Chicago

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, page 17.

Dobler, Lavinia and Edgar A. Toppin. *Pioneers and Patriots*, Doubleday, 1965, pages 18-29.

Graham, Shirley. *Jean Baptiste Pointe du Sable*, Messner, 1953. (especially recommended for junior high and middle school students)

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Call attention to the fact that Chicago was founded during the American Revolution.

2. Relate du Sable to other early pioneers in the Northwest Territory.

3. Point out that at the time Chicago was founded, it was still under French control.

HIGH SCHOOL

1. Have an oral report detailing the known facts about the early settlements of Chicago. Ask if Chicago was under U. S. or French control at the time of its founding.

2. Relate the fur-trading business to the value of the Mississippi River at this time.

3. Use the transparency of du Sable at some time during these discussions.



CRISPUS ATTUCKS

MUCH FROM MANY

Contributor CRISPUS ATTUCKS, (?) - 1770

Ethnic Heritage NEGRO-AMERICAN (born a slave)

Contribution

On October 2, 1750, the *Boston Gazette* published a description of a runaway slave. This slave was described as about twenty-seven years of age, a mulatto, six feet two inches tall, named Crispus. No mention was made of Crispus Attucks again until March 5, 1770.

Attucks had been working on a whaling vessel, but he was in Boston the night of the Boston Massacre. British soldiers were policing the streets of Boston when they were met by forty or fifty patriots carrying clubs and sticks. Attucks was out front in the group. He yelled, "The way to get rid of these soldiers is to attack the main guard." He brandished a piece of cord wood.

In the melee that followed four American patriots lost their lives. It is believed that Crispus Attucks was the first to fall. On March 8 a public funeral was held on the Boston Commons. The five dead men were buried in a common grave. In 1888 the Crispus Attucks Monument, Boston Commons, was dedicated in honor of the victims of the Boston Massacre. Crispus Attucks' name is listed first.

Suggested Instructional Aids

Transparency of Crispus Attucks from
Much from Many series

Filmstrip, "Slavery in the Young American Republic"

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, page 16.

Bontemps, Arna. *Story of the Negro*, Knopf, 1955, pages 93-95.

Katz, William Loren. *Eyewitness: The Negro in American History*, Pitman, 1967, pages 44-45, 55-57.

Suggestions for Curriculum

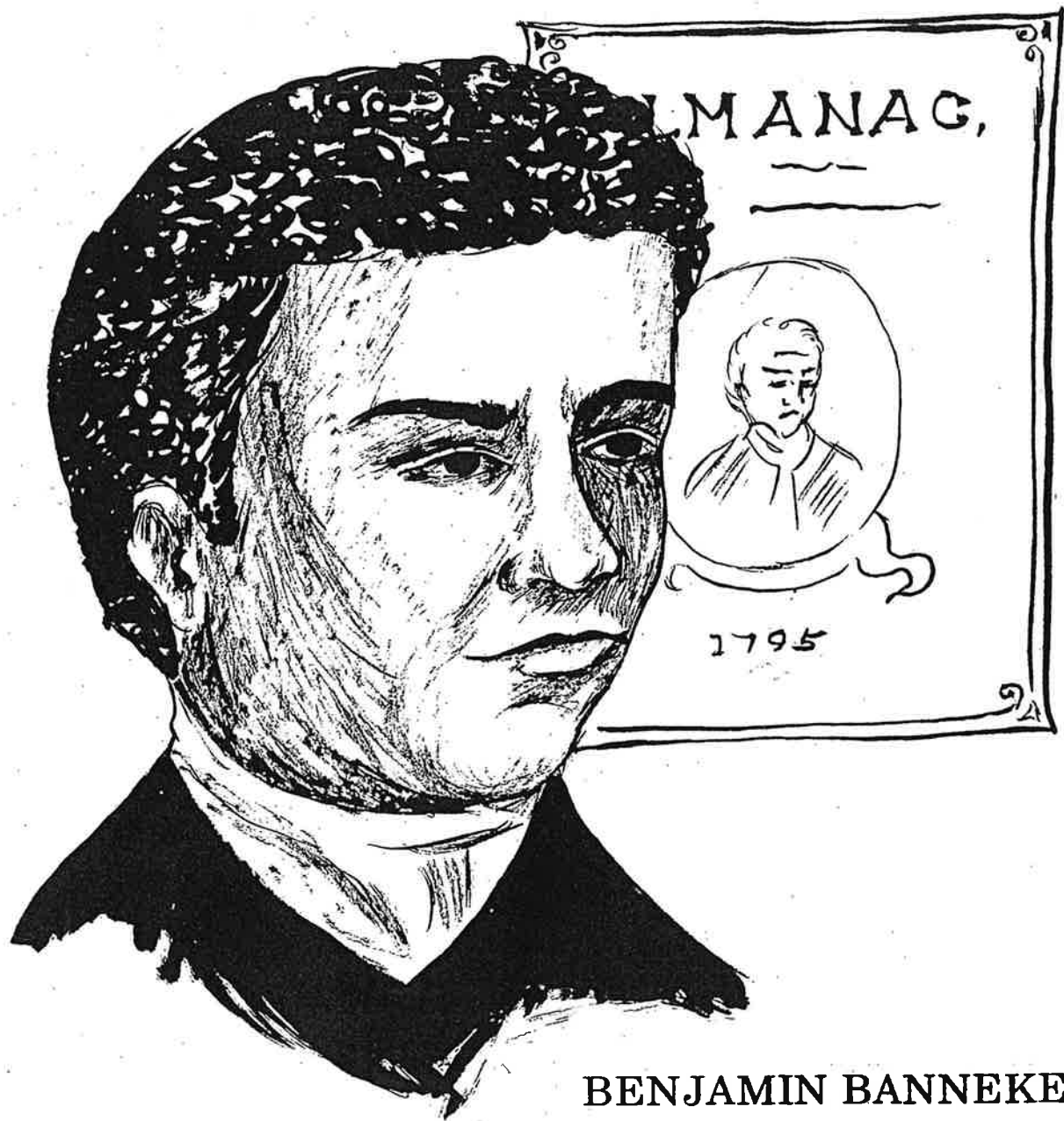
MIDDLE SCHOOL

Utilization and Placement

1. Assign a report on the Boston Massacre.
2. During the study of the American Revolution, point out that about 5,000 Negroes participated in the Revolution. Some were in the British Army.
3. Mention that Peter Salem, a Negro, killed a British officer, Major John Pitcairn, in the battle of Bunker Hill. Negro soldiers were also part of Washington's army at Valley Forge.
4. Explain that at Newport, Rhode Island, a Negro, named Prince, captured British General Prescott.

HIGH SCHOOL

1. Explain that the British offered to accept Negroes into the British Army and to give them their freedom.
2. Assign a research project to locate verification of the use or nonuse of slaves as soldiers.
3. Include in a discussion the fact that, after the American Revolution, New York, Rhode Island, and Virginia rewarded slave soldiers with freedom, but that conditions for Negroes remained much the same in the other colonies.



BENJAMIN BANNEKER

MUCH FROM MANY

Contributor BENJAMIN BANNEKER, 1731-1806

Ethnic Heritage NEGRO-AMERICAN

Contribution

America's first Negro mathematician and astronomer was Benjamin Banneker. He was born near Baltimore, Maryland, in 1731 to a free mother and a slave father. They worked together to buy the father's freedom and to send their son, Benjamin, to a private school.

Banneker read all available books. The Ellicotts, a Quaker family, loaned him books and encouraged him to study mathematics and astronomy.

In 1791, he was appointed to a three-man commission to assist the French engineer, Pierre L'Enfant, in surveying the new capital city, Washington, D. C. Thomas Jefferson, then secretary of State, recommended Banneker for the job. When L'Enfant became upset with American engineers and left with the plans, Banneker and Ellicott remembered the plans and continued to map out the city.

From 1791-1802, Banneker published an almanac which received recognition in the British Colonies and in France. In 1791, he wrote his famous letter to Thomas Jefferson in which he said: "I apprehend you will embrace every opportunity to eradicate that train of false ideas and opinions which so generally prevail with respect to us (Negroes); and that your sentiments are concurrent with mine which are: that one universal Father hath given being to us all; that He not only made us all of one flesh, but that He hath also without partiality afforded us all with the same faculties and that, however variable we may be in society or religion, however diversified in situation or color, we are all the same family and stand in the same relation to Him." (Adams, p. 18)

Another accomplishment of Banneker was the making of a wooden striking clock. This was said to be the first clock with all parts made in the United States. He had made it piece by piece after seeing a pocket watch.

Suggested Instructional Aids

A transparency of Benjamin Banneker
from Much from Many series

A filmstrip, "Slavery in the Young American Republic"

A transparency of Banneker's *Almanac* (Dobler and Toppin, page 71)

Pictures or slides of Washington, D.C., showing some of the planned designs

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 11, 18, and 49.

Dobler, Lavinia and Edgar A. Toppin. *Pioneers and Patriots*, Doubleday, 1965, pages 51-76.

Franklin, John Hope. *From Slavery to Freedom: A History of American Negroes*, 3rd Ed., Knopf, 1967, pages 157-59.

Graham, Shirley. *Your Most Humble Servant*, Messner, 1967.

Rollins, Charlemae Hill. *They Showed the Way*, Crowell, 1964, pages 20-23.

Suggestions for Curriculum

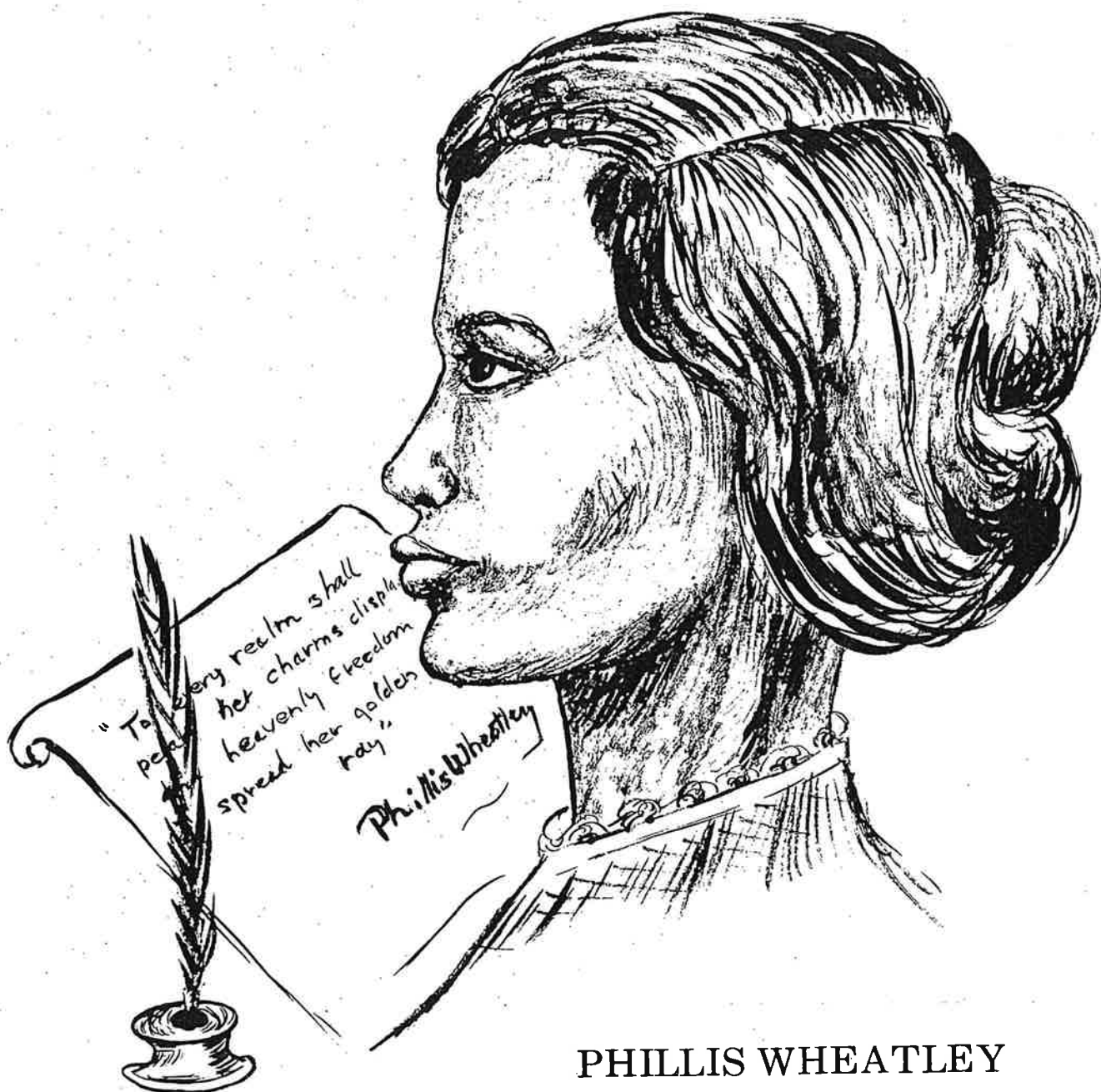
MIDDLE SCHOOL

Utilization and Placement

1. When discussing the selection of the site for Washington, D.C., call attention to Benjamin Banneker and the fact that he assisted the Frenchman, Pierre L'Enfant.
2. Relate Banneker's status to the fact that all Negroes in the British Colonies were not slaves.
3. Point out that his education was obtained through rare opportunity and personal hard work.
4. Mention that Banneker learned much astronomy through concentrated observation at night. It is said that at night he observed the stars, and in the daytime he slept.

HIGH SCHOOL

1. When studying the location of the new capital, have the class study the planned location of buildings and streets. Assign a research project on the roles played by L'Enfant, Washington, Jefferson, Banneker, and Congress in establishing the capital city; include the attitude of the public toward such a "grandiose scheme."
2. Have a panel discussion on attitudes of the colonial and early republic eras toward slaves, freed Negroes, and indentured servants. Have the group consider Banneker's quoted selection as addressed to Jefferson. Refer the students to the depth study, "Slavery and the Breakdown of the American Consensus," and the sample unit presented in the Much from Many Workshop.



PHILLIS WHEATLEY

MUCH FROM MANY

Contributor

PHILLIS WHEATLEY, 1753-1784 (?)

Ethnic Heritage

NEGRO-AMERICAN (born in Africa)

Contribution

Phillis Wheatley who was America's first Negro poetess was born in Africa in 1753 (?). She was brought to America in 1761 and purchased by John Wheatley, a Boston tailor, as a companion for his wife.

Within sixteen months she was reading and writing the English language. Mrs. Wheatley taught her and provided many books for her to read, including the classics.

The poetess's first volume, *Poems on Various Subjects, Religious and Moral*, was published in England in 1773. In this volume she showed her mastery of the poetic style of Alexander Pope.

When she returned from England in 1775 she wrote a poem commending George Washington for his appointment as Commander-in-Chief to the Continental Army. Washington acknowledged her poem on February 28, 1776, and invited her to visit with him.

Today, visitors to Harvard University Library at Cambridge, Massachusetts, can see the folio edition of "Paradise Lost" that was presented to Phillis Wheatley in 1773 during her trip to England.

Suggested Instructional Aids

Transparency of Phillis Wheatley from the
Much from Many series

Copies of some of Phillis Wheatley's poems

Filmstrip, "From Africa to America"

Transparencies AF-41-2, "The Nation Begins," and AF-41-6, "The Evils of Slavery"

Sources of Information

Cavanna, Frances (ed.). *We Came to America*,
Macrae Smith Co., 1954, pages 281-93.

Davis, John P. (ed.) *The American Negro Reference Book*, Prentice, 1966,
pages 23, 766, and 850-51.

Franklin, John Hope. *From Slavery to Freedom: A History of Negro Americans*,
3rd ed., Knopf, 1967, pages 155-56.

Graham, Shirley. *The Story of Phillis Wheatley*, Messner, 1949.

Katz, William L. *Eyewitness: The Negro in American History*, Pitman, 1967,
pages 39-40.

Suggestions for Curriculum

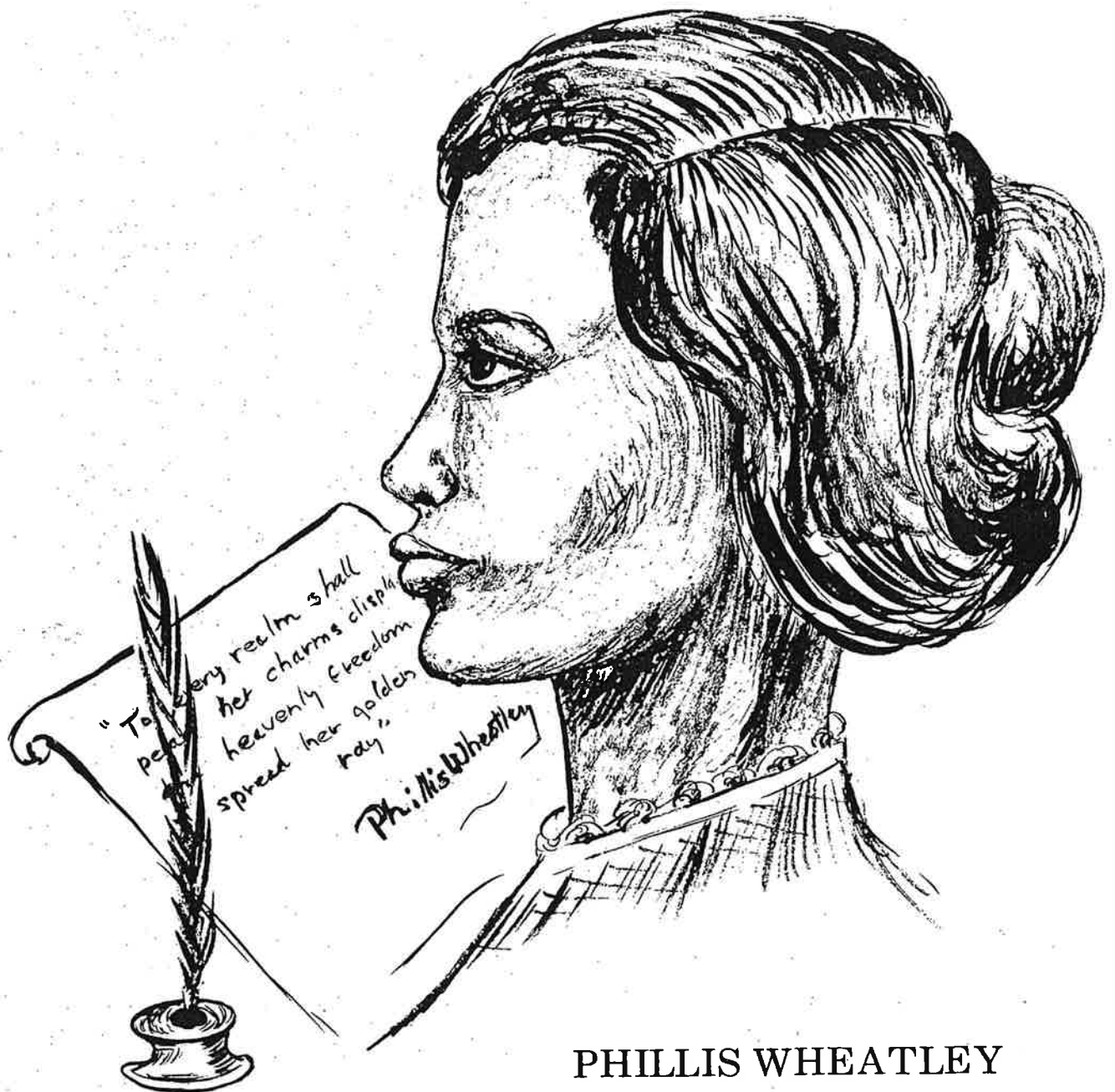
MIDDLE SCHOOL

Utilization and Placement

1. During the study of the American Revolution, point out that Phillis Wheatley, the Negro poetess, sent George Washington a poem of commendation which she had written. Use Frame 20 of the suggested filmstrip.
2. Relate the poetry of Phillis Wheatley to later American poets and poetesses.
3. Use Phillis Wheatley as an example of a Negro slave who was treated kindly and was educated by her master's wife, but explain that this is an exception since few masters permitted slaves to learn to read.

HIGH SCHOOL

1. Read Phillis Wheatley's poems from Katz's book and also George Washington's letter to her.
2. Direct a discussion on what her poetry reveals about life in colonial times. Use this discussion as an opportunity to have the class inquire into the varied ideas prevalent at the time about slavery. Use Transparency AF-41-2 and Transparency AF-41-6 to aid the discussion.



PHILLIS WHEATLEY

MUCH FROM MANY

Contributor JAMES DERHAM, 1762-(?)

Ethnic Heritage NEGRO-AMERICAN (born a slave)

Contribution James Derham, America's first recognized Negro doctor, was born a slave in Philadelphia in 1762. He acquired his knowledge of medicine from three medical doctors who were his successive owners. Each of them trained him to compound medicines and to administer treatment.

When Derham became a free man, he set up his own medical practice in New Orleans. By 1800, he had a thriving practice among both Negroes and whites.

Suggested Instructional Aids

Transparency of James Derham from Much from Many series

Current articles and pictures on heart transplants and other medical milestones

Sources of Information

Bontemps, Arna. *Negro-American Heritage*, The Century Schoolbook Press, 1967, page 74.

Bontemps, Arna. *Story of the Negro*, Knopf, 1964, pages 106-107 and 117.

Davis, John P. *The American Negro Reference Book*, Prentice, 1966, page 571.

Suggestions for Curriculum

MIDDLE SCHOOL

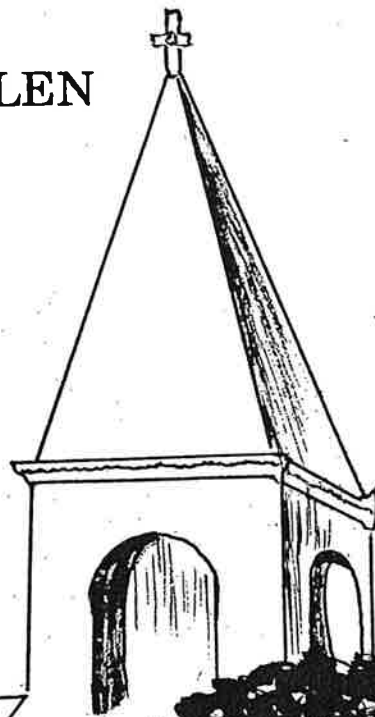
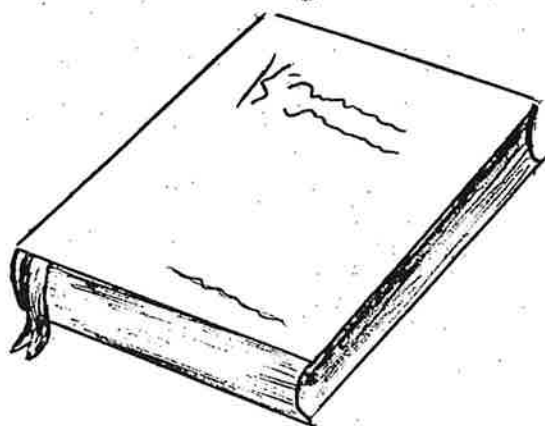
Utilization and Placement

1. In the study of colonial history, relate James Derham to the pioneer doctors of the time.
2. When discussing the movement of pioneers westward, mention James Derham and other pioneers in medicine.
3. Encourage students to bring articles and pictures on new discoveries in modern medicine.

HIGH SCHOOL

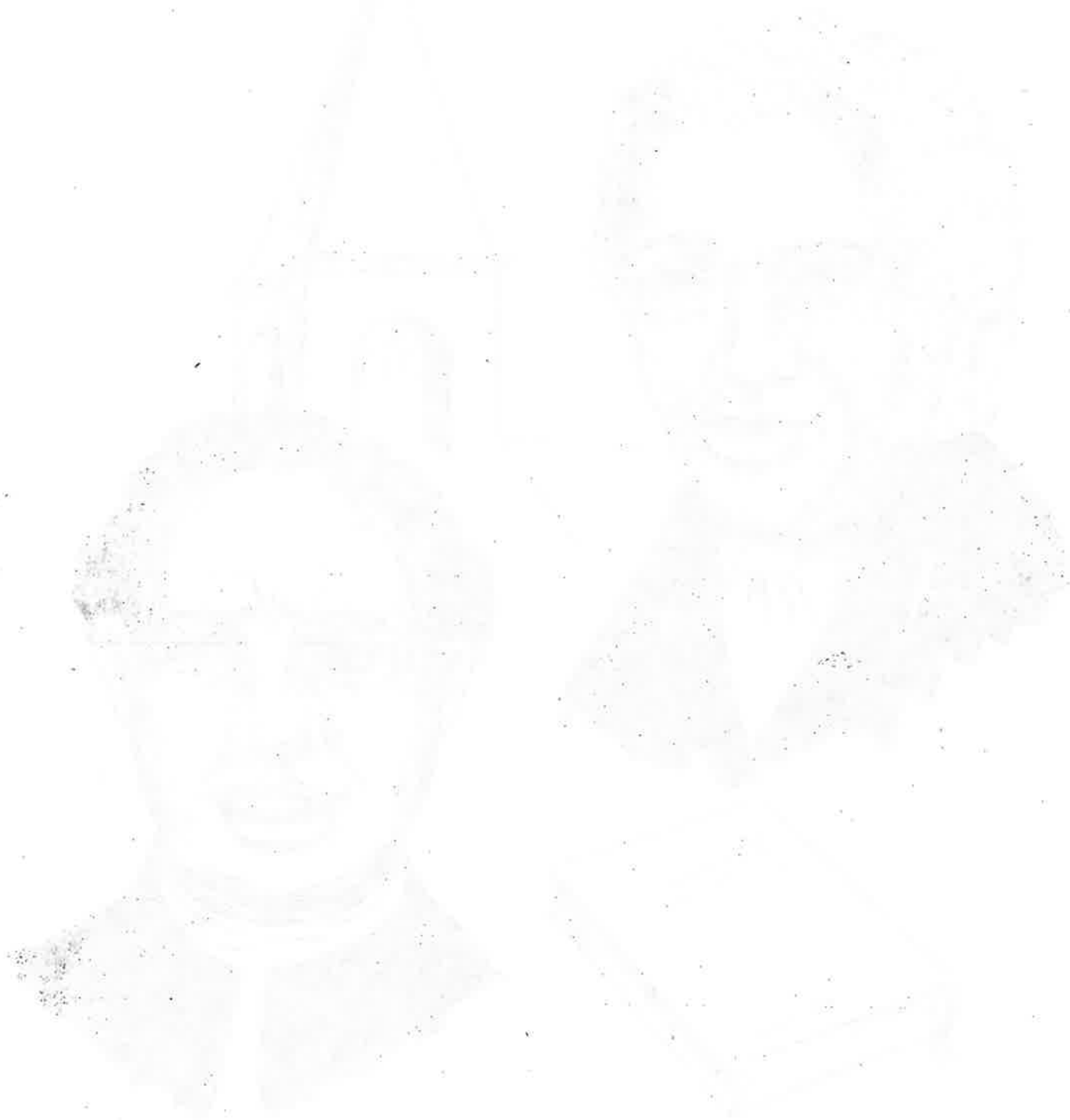
1. Have the class discuss the uniqueness of a slave's receiving medical training during the colonial period.
2. Compare the relationships of the hard work and study for a doctor of medicine today and then. Mention the differences in equipment and techniques.
3. Encourage students to share their knowledge of modern techniques in medicine.
4. Have several students find information about Negroes in the medical profession, such as John V. de Grasse, A. T. Augusta, Charles B. Purvis, Daniel H. Williams, and Solomon Carter Fuller. Discuss the facts reported.

RICHARD ALLEN



JOHN CHAVIS

THEORY OF THE EARTH



THEORY OF THE EARTH

MUCH FROM MANY

Contributor

RICHARD ALLEN, 1760-1831 (born a slave)
JOHN CHAVIS, 1763-1838

Ethnic Heritage

NEGRO-AMERICANS

Contribution

America has had many Negro religious leaders. Two interesting pioneers in the field of religion were Richard Allen and John Chavis.

Richard Allen was born a slave in Philadelphia. He worked very hard to buy his freedom, learned to repair shoes, and worked in a shoe shop for his livelihood. In 1783 he became a traveling preacher.

In 1787, after he was thrown out of St. George Church because he refused to accept segregation, he founded the African Methodist Episcopal Church in Philadelphia.

By 1816 branch churches had been established in Baltimore, Wilmington, and various Pennsylvania and New Jersey towns. Allen, as head of the organization, became the first Negro bishop. The American Methodist Episcopal Association is the oldest institution among Negroes in the world today.

John Chavis a native of Oxford, North Carolina, was also a Negro preacher. Through the help of kindly whites he attended Princeton University where he was educated as a Greek and Latin scholar and devoted some time to the study of theology.

In 1801 he was made a missionary to slaves by the Presbyterians. As a Presbyterian minister in Charleston, Chavis played an important role in the social and religious development of Negro life; for at that time, the ministry was the only outlet for the Negro to show leadership ability.

Chavis was also a well-trained teacher, instructing both Negroes and whites. He was respected for his knowledge of Greek and Latin.

Suggested Instructional Aids

Transparency of Richard Allen and John Chavis from Much from Many series

Filmstrip "Slavery in the Young American Republic"

Transparency AF-41-13, "Black Churches," from Afro-American series

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 77, 82, 88, and 108.

Davis, John P. *The American Negro Reference Book*, Prentice, 1966, pages 24, 400, 404, and 701.

Dobler, Lavinia and Edgar A. Toppin. *Pioneers and Patriots*, Doubleday, 1965, pages 99-115.

King, John T. and Marcet H. King. *Famous Negro Americans*, Steck, 1967, pages 64-69.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Call attention to the part which religion has played in the growth of our nation. Relate this to the Pilgrims, Puritans, Quakers, Catholics, and Jews.
2. Relate Chavis and Allen to the discussion on early religious leaders in America.
3. Discuss the fact that in years past most social activities centered around the church. Call attention to television and the mobility of people today.

HIGH SCHOOL

1. Have several students do research and then trace orally the development of religious freedom and growth of the various ethnic groups in the United States.
2. Using Allen and Chavis as points of departure and the "Black Churches" transparency to provide the concept, have the class discuss the role of the church and church members in supporting leaders like Martin Luther King, Jr.



JAMES P. BECKWOURTH

MUCH FROM MANY

Contributor JIM (JAMES PIERSON) BECKWOURTH, 1798-1866(?)

Ethnic Heritage NEGRO-AMERICAN

Contribution

Jim Beckwourth, a runaway slave, became an Indian chief, trapper, and a great mountain man. This man who possessed physical strength and skill in abundance was born in Fredericksburg, Virginia, on April 6, 1798. At the age of nineteen, he headed west from St. Louis. An old Indian woman claimed that he was her long-lost son and named him "Morning Star." He became the chief of the Crow nation. A reporter who knew him in 1860 called him "the most famous Indian fighter of this generation." He was a handy man with a Bowie knife, a gun, or a hatchet.

His greatest accomplishment came in 1850 when he discovered a pass through the Sierra Nevadas that became an important gateway to California during the Gold Rush. He built a road and led the first group of immigrants through the pass. Beckwourth Pass and Beckwourth Mountain in California are named for him.

In his book, *Jim Beckwourth, Negro Mountain Man*, Felton refers to a legend which tells that in 1866 the Crow Indians invited Beckwourth to be their leader again. They prepared a tribal feast in his honor. When he refused to return to them, they poisoned his stew. He was buried in the tribal burial ground. The author also explores contradictions to the account and its credibility, indicating that Dr. Nolie Mumey established that Beckwourth's death occurred elsewhere. Nevertheless, in evaluating Beckwourth, Felton quotes Thomas D. Bonner's conclusion that, "Probably no man ever lived who has met with more personal adventure involving danger to life, though in this respect he is not an exception to all mountaineers and hunters who early engaged in fur trade and faced the perils of an unknown wilderness."

Suggested Instructional Aids

A transparency from the Much from Many series showing his rugged character

An account of Jim Beckwourth's opening of Beckwourth's Pass in Katz, *Eyewitness*, pages 81-82

A transparency from the Aevac series, No. AF-41-10

For slow readers, Springboards leaflet entitled, "Trailblazer"

Sources of Information

Felton, Harold W. *Jim Beckwourth, Negro Mountain Man*, Dodd, 1966.

Katz, William L. *Eyewitness: The Negro in American History*, Pitman, 1967, pages 69, 70-71, and 80-82.

Hughes, Langston. *Famous Negro Heroes of America*, Dodd, 1958, pages 65-75.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Assign special reports on Jim Bridger and Kit Carson who were also mountain men at the time of the California Gold Rush.
2. On a highway map, have the class locate Beckwourth Pass and also the Beckwourth Mountain.
3. Point out that Jim Beckwourth was one of many who opened settlements to the West and engaged in Indian fighting.

HIGH SCHOOL

1. Have oral reports on the biographies of Beckwourth, Carson, and Bridger.
2. Conduct a discussion on Transparency AF-41-10 as an introduction to the Negro in the American West.
3. Have a student investigate all the available information as to how Beckwourth died; have him attempt to arrive at his own conclusion.



SEQUOYA

MUCH FROM MANY

Contributor SEQUOYA (Sequoyah), 1770(?) - 1843

Ethnic Heritage AMERICAN INDIAN

Contribution

Sequoya, a famous Indian who wrote the Cherokee alphabet, made a great contribution to the Indians of his day and to future generations. Sequoya was born in Tennessee. He knew no English, but he was fascinated with writing.

In 1821, after twelve years of hard work, he completed a writing system for the Cherokee Indians. *World Book Encyclopedia* recorded, "With this writing system, the Cherokees were able to publish newspapers and books in their own language and many of them learned to read."

In 1828, he was sent as a representative of the western tribes to Washington, D. C. Northeastern State College is located in Tahlequah, Oklahoma, the former capital city of the Cherokee Indian Nation. The old Cherokee Female Seminary is now the administration building of this college. There is also an Indian artifacts museum located at the site.

The State of Oklahoma honored Sequoya by placing a statue of him in Statuary Hall in the Capitol in Washington, D. C. The giant sequoia trees and Sequoia National Park in California are named for him. Sequoyah State Park is located in southeastern Oklahoma.

Suggested Instructional Aids

Transparency of Sequoya from Much from Many series

Map of Oklahoma and California with parks indicated.

Current events transparency on Indian tribes of the United States today.

Sources of Information

Bailey, Helen. *American Biographies*, Harcourt, 1964.

Heiderstadt, Dorothy. *Indian Friends and Foes; A Baker's Dozen Portraits from Pocahontas to Geronimo*, McKay, 1958.

Marriott, Alice Lee. *Sequoyah: Leader of the Cherokees*, Random, 1956.

McNeer, May. *The American Indian Story*, Farrar, 1963, (illustrations and map).

_____. *World Book Encyclopedia*, Field Enterprises, Vol. S, 1962, page 246.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. In discussion of early colonization period compare Sequoya and his people to the many other Indian tribes that occupied the United States.
2. On a map of Oklahoma and California have a student locate Sequoyah State Park and Sequoia National Park.
3. Have a class discussion on Indian reactions to the white man and his promises, beginning with Columbus and continuing to the early 1900's.
4. Mention the movie, *Jim Thorpe, All American*, and the quotation from it: "Bah, American history - the Indian kills the white man - it's a massacre. The white man kills the Indian - it's a great victory." Have the group react to this viewpoint.

HIGH SCHOOL

1. From time to time as the class encounters the many Indian-white man conflicts, help the students examine the events from both the viewpoint of the white man and that of the Indian. Stress the importance of considering historical actions in the light of the culture involved and the threats confronting it.
2. Use the transparency of Sequoya from the Much from Many series when reference is made to the statues which have been placed in the Capitol building.
3. Assign a research project to the class relative to the contributions of Indians as a group. Use the results in a panel discussion. Refer to Sequoya's efforts in providing an alphabet for his people.



LORENZO DE ZAVALA

MUCH FROM MANY

Contributor

LORENZO DE ZAVALA, 1788-1836

Ethnic Heritage

MEXICAN-TEXAN

Contribution

Lorenzo de Zavala, the first vice-president of the Republic of Texas, was a Mexican minister to Paris when trouble began between Mexico and Texas in 1835. He resigned his position and came to Texas upon learning that Santa Anna was trying to destroy the federal government of Mexico.

Before his arrival in Texas, Lorenzo de Zavala had been a member of the first Mexican Congress, governor of the state of Mexico, secretary of the treasury, and a minister to Paris. He was coauthor of the (Mexican) Constitution of 1824.

De Zavala was a distinguished political refugee and enemy of Santa Anna. He served as a member of the Convention of 1836 and signed the Texas Declaration of Independence. The convention appointed him vice-president of the *ad interim* government.

After the Battle of San Jacinto he was made vice-president of the new republic of Texas. His home, across the Buffalo Bayou from the San Jacinto battle field was volunteered as a hospital for the wounded and sick. His wife graciously cared for many of the wounded heroes of the Battle of San Jacinto.

In his inaugural speech, President Mirabeau B. Lamar paid respect to Lorenzo de Zavala in these words, "Lorenzo de Zavala has been the unwavering and consistent friend of liberal principles of free government. Among the first movers of the revolution, he has never departed from the pure and sacred principles upon which it was originally founded. This steady and unyielding devotion to the holy sacred cause of liberty has been amply rewarded by the confidence, of the virtuous portion of two republics. The gentleman, the scholar, and the patriot, he goes into retirement with the undivided affections of his fellow citizens; and I know, gentlemen, that I do not express only my own feelings when I say that it is the wish of every member of this assembly that the evening of his day may be as tranquil and happy as the meridian of his life has been useful and honorable; a gentleman, a patriot, a scholar, and one who loves his fellow man." (See *Viva Tejas*, pages 32-41.)

De Zavala died November 15, 1836, and was buried on the banks of the Buffalo Bayou in Harris County. De Zavala County is named for him. In Fort Worth, an elementary school, which has a history reaching into the nineteenth century, also bears his name. It is located at 1419 College Avenue.

Suggested Instructional Aids

Transparency of Lorenzo de Zavala

Filmstrips prepared by the Fort Worth Schools on the Hall of Texas History at the Museum of Science and History

Copy of the Texas Declaration of Independence

Picture of the Fort Worth school named in honor of de Zavala

Sources of Information

Clark, Joseph and Kathryn Garrett.
A History of Texas, Land of Promise,
Heath, 1949, pages 175, 179, 186, 226-227,
and 290.

Lozano, Ruben Rendon. *Viva Tejas*, Whitt, 1936, pages 32-41.

Richardson, Rupert. *Texas, the Lone Star State*, Prentice, 1943, pages 116, 131-132.

Steen, Ralph W. *The Texas Story*, Steck, 1960, pages 107, 111, and 116.

Suggestions for Curriculum

MIDDLE SCHOOL

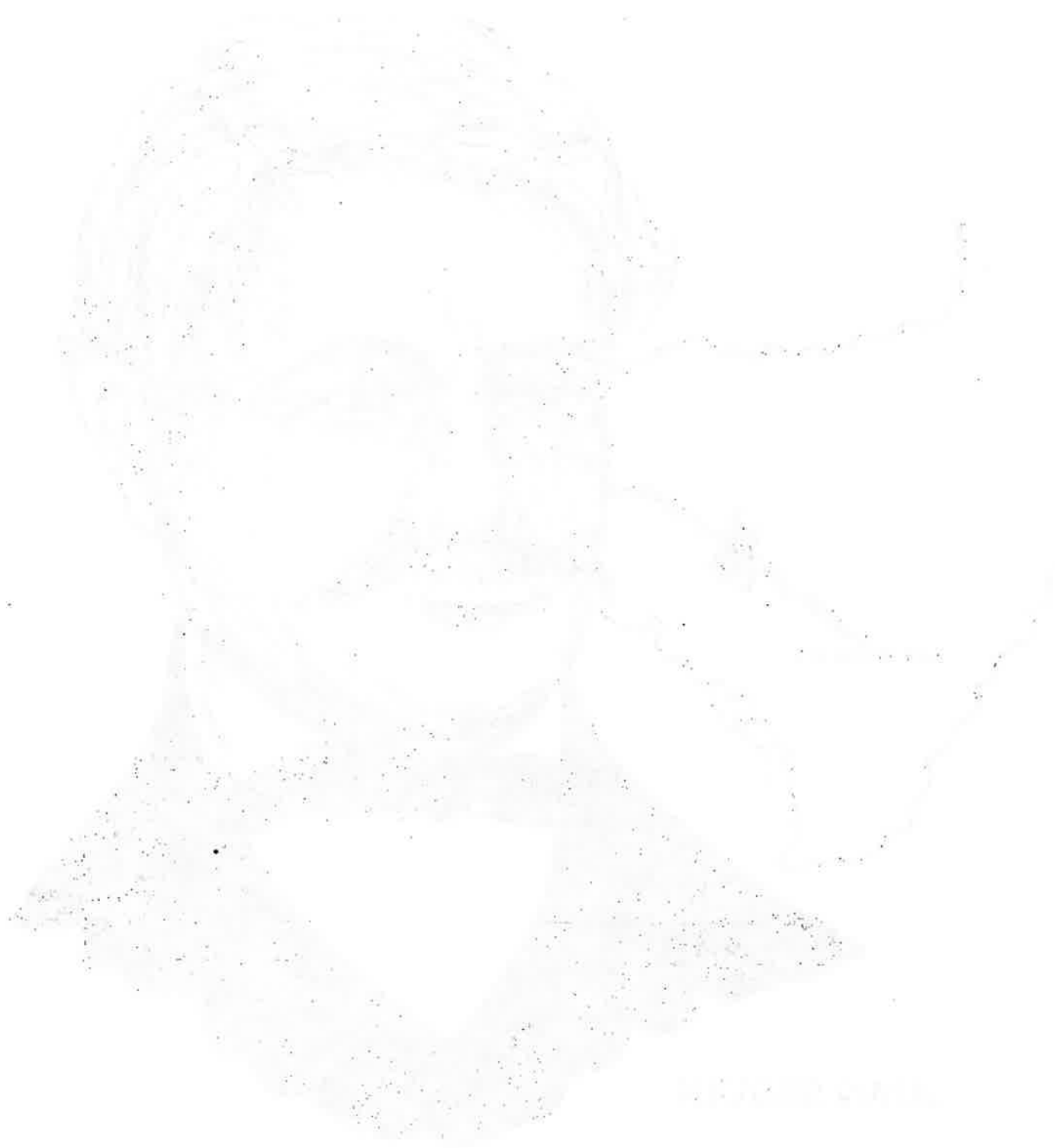
Utilization and Placement

1. When studying the War for Texas Independence; tell how Lorenzo de Zavala left Mexico to join the Texans in the cause for independence in spite of Santa Anna's disfavor.
2. Point out that José Antonio Navarro and Juan Seguin were also Mexican-Texans who fought for the liberty of Texas.
3. Mention prominent Mexican-Americans in leadership positions today.

HIGH SCHOOL

1. When developing the idea of foreign assistance received by the colonists during the American Revolution, show how foreigners such as Lafayette and Baron de Kalb were paralleled in Texas history by persons such as de Zavala and Baron de Bastrop.
2. Include the basic facts about de Zavala when the Texas republic is being discussed. Have the class consider their ideas about his political integrity.
3. Have the class define "political refugee" and relate to current events.
4. When discussing the contemporary political scene, explain the recent roles played by Mexican-Americans and Latin-Americans at both the state and national levels. Cite Roy Barrera as an example.





MUCH FROM MANY

Contributor JUAN N. SEGUIN, 1808-1889

Ethnic Heritage MEXICAN-TEXAN

Contribution "Texas shall be free, independent, or we shall perish with glory in battle." These were the words of Colonel Juan N. Seguin in the War for Texas Independence. His father, Erasmo Seguin, had been a staunch friend of Stephen F. Austin.

When it became evident that Texas must fight Mexico, Juan Seguin was made a captain and led a company of Texas-born Mexicans. He assisted in the storming of Bexar, and some of his men fell in the Battle of the Alamo.

Seguin was not at the Alamo, because he and two of his men were sent from the Alamo to Goliad to get help. They did not get back before the Alamo fell on March 6, 1836. Lozano in *Viva Tejas* says that it was Seguin who was responsible for burying the ashes of the fallen Alamo heroes.

At the battle of San Jacinto Seguin fought bravely. He was later appointed senator from the Bexar district to the Republic of Texas. When Texas joined the United States, however, Seguin returned to Mexico because he preferred that Texas remain an independent republic.

Suggested Instructional Aids

Transparency of Seguin from Much from Many series

Filmstrip made by the Fort Worth schools showing scenes from Hall of Texas History on the Battle of the Alamo and the Battle of San Jacinto

Textbook pictures of battles in the War for Texas Independence

Sources of Information

Clark, Joseph L. and Julia K. Garrett.
A History of Texas, Land of Promise, Heath, 1949, page 243.

Lozano, Ruben Rendon. *Viva Tejas*, Whitt, 1936, pages 33-46.

Steen, Ralph W. *The Texas Story*, Steck, 1960, pages 64 and 90.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When studying the War for Texas Independence, mention the facts about Juan Seguin and relate him to other Mexicans who fought as Texans.
2. Relate Seguin to the many Mexican-Americans who are fighting in the U. S. Armed Forces today.
3. Call attention to the contributions which have been made to American culture by Mexican-Americans in art, architecture, and music.

HIGH SCHOOL

1. Relate Juan Seguin to the foreigners or immigrants who fought for the United States in the War for American Independence.
2. Stress through discussion, the geographic reasons for this country's needing to have amicable relations with Latin-American countries.
3. Call attention to America's aid to Latin-American countries today. Mention the Peace Corps.
4. Have the class list some of the contributions which Latin-Americans have made to American culture.



JOSÉ ANTONIO NAVARRO

MUCH FROM MANY

Contributor JOSE ANTONIO NAVARRO, (?) -1870

Ethnic Heritage MEXICAN-TEXAN-AMERICAN

Contribution The only native Texan at the Constitutional Convention of Texas in 1845 was José Antonio Navarro. Navarro County and its county seat at Corsicana, Texas, were named to honor him and his mother's native country, Corsica.

Navarro was educated in law in New Orleans. He served as a commissioner who issued land deeds in Green DeWitt's colony for early colonization of Texas.

Later he served in the legislature of Coahuila and Texas. He was one of the signers of the Texas Declaration of Independence, and during the Texas Revolution he served as a senator to the Congress of Texas.

Navarro was one of three commissioners who accompanied the ill-fated expedition to Sante Fe, New Mexico. After the expedition failed, he was taken as a prisoner to Mexico, but he later managed to escape on a British steamer.

The convention that was called in 1845 to write a new constitution for Texas has been considered to be the ablest body of its kind ever to meet in Texas. Navarro was one of the delegates attending. Following this convention, he was elected to be a senator to the first Texas senate.

Suggested Instructional Aids

Copies of the Texas Declaration of Independence and the Texas Constitution

Transparency of José Antonio Navarro from Much from Many series

Fort Worth Public Schools filmstrip showing the signing of the Texas Declaration of Independence

Sources of Information

Lozano, Ruben Rendon. *Viva Tejas*, Whitt and Co., 1936, pages 29-44.

Richardson, Rupert Norval. *Texas, The Lone Star State*, Prentice, 1943, pages 74, 158, and 170.

Steen, Ralph W. *The Texas Story*, Steck, 1960, pages 170 and 205.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Refer to José Antonio Navarro when studying the early Anglo-American colonization in Texas.
2. Remind the students that some of the early settlers in Texas were well-educated men. Point out that Navarro had studied law.
3. Emphasize that Navarro was among the capable men who drew up the Texas Constitution of 1845. Stress that there are Mexican-American counterparts today who occupy prominent places in state and national politics. Refer to Representative Gonzalez, Texas Secretary of State Barrera, and others. Emphasize the fact that many Mexican-Americans and Spanish-Americans today are natural-born citizens of the United States, frequently for several generations.

HIGH SCHOOL

1. During the study of United States expansion, have the class examine the roles played by the various ethnic groups in California, Texas, and the Southwest. Expect the group to inquire into the cultural fusions and distinctions evident among the Spanish, the Mexican, the Indian, the Anglo, and the Negro.
2. Let the above activity lead into a consideration of the economic problems confronting Latin-American citizens in the United States today, especially in those areas formerly held by Spain and Mexico.
3. Point out the resultant contributions made by these people in art, architecture, music, politics, athletics, and other areas.



"-TRUTH UNTO MY
PEOPLE -"

SOJOURNER TRUTH

MUCH FROM MANY

Contributor SOJOURNER TRUTH, 1797(?) - 1883

Ethnic Heritage NEGRO-AMERICAN (born a slave)

Contribution "A Pilgrim of God," whose mission was to free her people from slavery and to fight for women's rights, was born a slave in New York about 1797. She was born Isabella Baumfree and was sold many times before New York freed its slaves in 1827.

In 1843, she changed her name to Sojourner Truth. With a bag of clothes and twenty-five cents in her pocket, she began her pilgrimage. With the banner, "Proclaim Liberty Throughout the Land unto All the Inhabitants Thereof," across her chest, she walked through parts of Connecticut, Massachusetts, Indiana, Ohio, Kansas, and Illinois.

She was often stoned and beaten, but she continued to be the "talking" abolitionist. In the book, *Great Negroes, Past and Present*, Russell L. Adams ranked her effectiveness by saying, "Only Frederick Douglass outshone her in eloquence." (page 25) Her mission was to free her people from slavery. Because of her daring strength and powerful voice, she was sometimes thought to be a man.

Suggested Instructional Aids

Transparency of Sojourner Truth from
Much from Many series

Pictures of other abolitionists

Picture on page 25 of *Great Negroes Past and Present*

Transparency AF-41-5, "Abolition," Afro-American series

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964,
page 25.

Katz, William L. *Eyewitness: The Negro in American History*, Pitman, 1967,
pages 162, 186-187.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When studying the period before the Mexican War, explain that the abolitionist movement was being advanced by the speeches of Sojourner Truth.
2. Inform the students that the abolitionist movement was led by whites as well as Negroes.

HIGH SCHOOL

1. Assign a research report on the Abolitionist Movement in America before 1850.
2. Have several students give brief reports on other abolitionist leaders.
3. Through group discussion, have the class inquire into attitudes of the time toward the abolitionist position. Have several students read portions of Rozwenc's *Slavery and the Breakdown of the American Consensus*. Use transparency AF-41-5 to stimulate the discussion.
4. Have groups compare the public activities of Sojourner Truth, Harriet Tubman, and Frederick Douglass.



MUCH FROM MANY

Contributor HARRIET TUBMAN, 1826-1913

Ethnic Heritage NEGRO-AMERICAN (born a slave)

Contribution "Let my people go" is the theme that most aptly describes the freedom movement to which Harriet Tubman so courageously contributed. She was referred to as "The Moses of her people." This term heralds a person of unusual bravery and depicts, as well, an example of one who lays a path for others who have leadership qualities.

Her undaunted courage should be an inspiration to a youngster who has experienced obstacles or who has lived in poverty and intimidation. He could be inspired to succeed even though the problems seem insurmountable.

Her actions, furthermore, opened a new era in the estimate of human dignity and freedom. This quest for freedom brought to light the plight of the Negro in America. In some measure, it helped to acquaint the unsuspecting with the deplorable state in which they existed and prompted them to make these daring and desperate escapades. Knowledge of this helped to speed up its eradication.

Besides her work with the Underground Railroad movement, Harriet Tubman committed herself to serve her country as any other gallant patriot during the Civil War. Working as a nurse and a spy for the Union Army, she inscribed her name among the heroes of the North.

Few persons have had a price of \$40,000.00 offered for their capture as did she and yet be worthy of a Medal of Honor for her distinguished service to humanity and for the preservation of the democratic ideal. This is a worthy contribution which people of all races could well emulate.

Her monument is the home in which she spent her last days. It is located at 108 South Street in Auburn, New York. She used the house as an old people's home. Today it is maintained by the African Methodist Episcopal Zion Church.

Suggested Instructional Aids

Transparency of Harriet Tubman from
Much from Many series

Filmstrip, "Slavery in a House Divided," 2 frames

Transparency AF-41-4, "Reluctant Slaves," Afro-American History series

Sources of Information

Adams, Russell L. *Great Negroes Past
and Present*, Afro-Am Publishing Co.,
1964, page 24.

Bontemps, Arna. *Story of the Negro*, Knopf, 1964, pages 141-143.

Rollins, Charlemae. *They Showed the Way*, Crowell, 1964, pages 126-131.

Sterling, Dorothy. *Forever Free*, Doubleday, 1963, pages 129-131.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

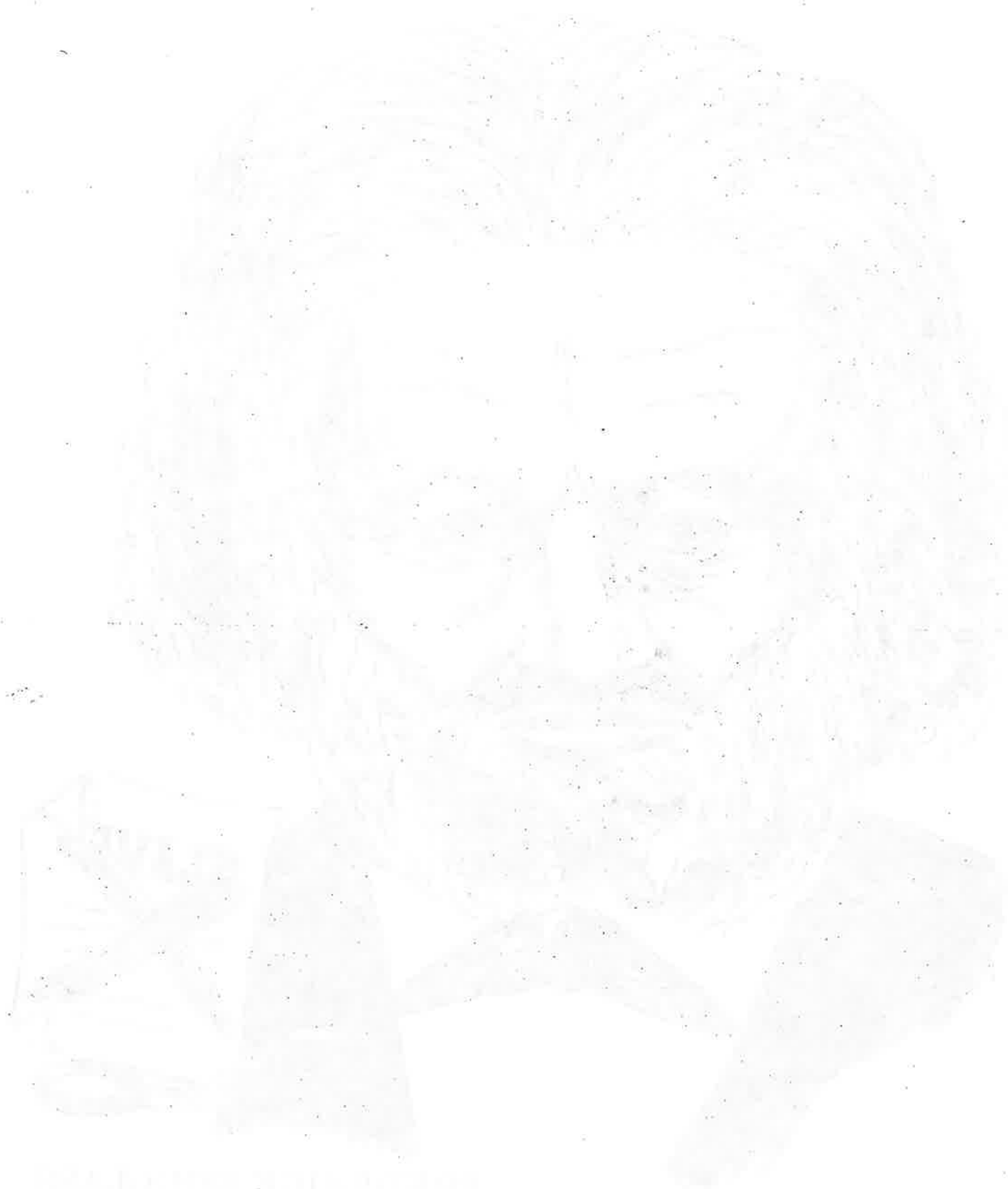
1. During the study of the pre-Civil War period and a discussion of the "underground railroad," tell about how Harriet Tubman led many slaves to freedom in the free states.
2. Show the filmstrip about Harriet Tubman and the "underground railroad."

HIGH SCHOOL

1. When discussing the Missouri Compromise of 1820 and the Compromise of 1850, relate the public activities of Harriet Tubman and other abolitionists to these events.
2. Assign a special report on people in the modern world who desire and struggle for freedom instead of accepting chains of totalitarianism. (Czechoslovakia might be an example.)
3. Ask the class if Harriet Tubman might be compared to Simon Bolivar, to San Martin, or to Lord Durham.
4. Assign the students special reports comparing Josiah Henson and John Brown to Harriet Tubman.



FREDERICK DOUGLASS



MUCH FROM MANY

Contributor FREDERICK A. DOUGLASS, 1817-1895

Ethnic Heritage NEGRO-AMERICAN (born slave)

Contribution Frederick A. Douglass was the most distinguished Negro of his day. He was born Frederick Augustus Bailey in Tuckahoe, Maryland, in 1817 but changed his name to Douglass when he became a fugitive slave at the age of 21.

During his early adulthood, Douglass traveled in New England and made speeches for the abolition movement. He was the greatest Negro orator of his day. In 1847 he began the publication of *North Star*, a Negro newspaper, which favored the antislavery crusade.

Douglass's writing possessed much originality and unadorned eloquence. Dignified in appearance, polished in language, and gentlemanly in his manner, he was called the "golden trombone of abolition" by Russell L. Adams in *Great Negroes Past and Present* (page 26).

During the Civil War Douglass recruited Negroes for the Union Armies. He made a speech in Tremont Temple in Boston on the day that the Emancipation Proclamation was announced. After the war he made speeches in favor of universal suffrage, women's rights, and world peace.

In 1889 he was sent as the American minister to Haiti.

Suggested Instructional Aids

Filmstrip, "The Negro in Civil War and Reconstruction"

Transparency of Frederick Douglass from Much from Many series

Transparency AF-41-5, "Abolition"

Sources of Information

Bontemps, Arna. *100 Years of Negro Freedom*, Dodd, 1961, pages 1-20, 106-24.

Douglass, Frederick. *My Bondage and My Freedom*, Miller, Orton, and Mulligan, 1955.

Franklin, John Hope. *From Slavery to Freedom: A History of Negro Americans*, Knopf, 1967.

Graham, Shirley. *There Was Once a Slave: The Heroic Story of Frederick Douglass*, Messner, 1947.

Woodson, Carter G. *Negro Makers of History*, The Associated Publishers, Inc., 1945, pages 159, 162, 179, 202.

Woodson, Carter G. and Charles H. Wesley. *The Negro in our History*, 11th ed., The Associated Publishers, Inc., 1966, pages 270, 296-97, 317, 408, and 430.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Call attention to Douglass's oratory during the pre-Civil War period and the study of abolitionists and the Underground Railroad. To add emphasis show the appropriate frames from the filmstrip indicated.

2. Point out that Douglass's autobiography, *My Bondage and My Freedom*, was one of the first books by a Negro author to have great impact on society.

3. Relate Douglass to other abolitionist leaders, such as Lovejoy, Mann, Phillips, and Garrison.

HIGH SCHOOL

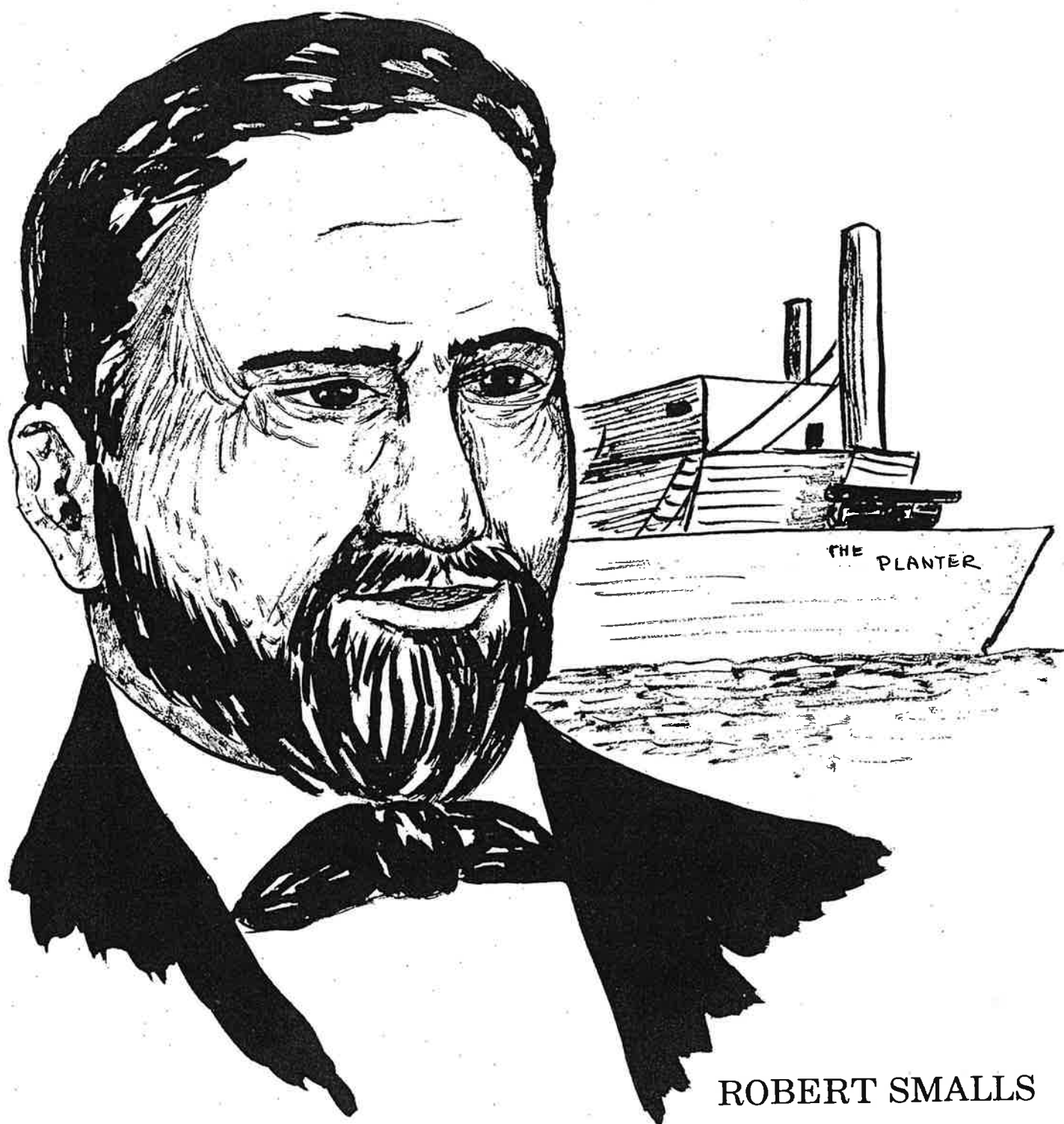
1. Have an oral book report on *My Bondage and My Freedom* during the study of efforts at slavery reforms.

2. Discuss the abolitionist movement and the leaders, both white and Negro, using Transparency AF-41-5, when this topic is under consideration.

3. Mention that the Frederick Douglass Home is at 1411 West Street S.E. in Washington, D.C. Douglass lived here the last 13 years of his life.

4. Have a student do research to find copies of remarks or speeches which Douglass made, reporting his findings to the class.

5. Use the film, "Frederick Douglass," 1884. Then have the class write an essay evaluating his role in history.



ROBERT SMALLS

MUCH FROM MANY

Contributor

ROBERT SMALLS, 1839-1915

Ethnic Heritage

NEGRO-AMERICAN (born a slave)

Contribution

In 1862, Robert Smalls, a slave in South Carolina, was working as a deckhand on a Confederate gunboat, the *Planter*. He seized the gunboat while the captain was ashore, sneaked his wife and two children on the boat, and, pretending to be the captain, steered the boat out of Charleston harbor. When he was past the Union blockade, he raised a flag of truce and surrendered the *Planter* to the Union Navy. For this daring feat he was made a pilot in the Union Navy.

When the war ended, he served as a delegate to the South Carolina Constitutional Convention in 1868 and in the South Carolina House of Representatives until 1870. From 1870-1874 he served in the South Carolina State Senate. Then from 1875-1887 he represented South Carolina in the United States House of Representatives. During his terms as a congressman he introduced and supported immediate post-Civil War civil rights bills, making clear the rights of the freedmen to make contracts, to hold property, and to enjoy full protection of the laws. Until his death in 1915, he gave wise counsel to both whites and Negroes.

Suggested Instructional Aids

Transparency of Robert Smalls and the *Planter* from the Much from Many series

Pictures on pages 30-31 in *Great Negroes Past and Present*

Filmstrip, "The Negro in Civil War and Reconstruction"

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 30-31.

Katz, William L. *Eyewitness: The Negro in American History*, Pitman, 1967, pages 209-10, and 266.

Sterling, Dorothy. *Captain of the Planter*, Doubleday, 1958, page 264.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Show the filmstrip, "The Negro in Civil War and Reconstruction Period," while teaching the unit about the Civil War.

2. Relate Robert Smalls's capture of the *Planter* to a discussion on what the slaves did during the Civil War.

HIGH SCHOOL

1. At the time Fort Sumter is discussed, assign a student to research the *Planter* event.

2. Have a class discussion on the role of the Negro during and after the Civil War. Use the transparency of Robert Small to initiate a discussion about him as an individual. Examine his legislative record.

3. Call attention to Negroes in the national and the state legislatures today.

4. Have the class compare the education of Negro congressmen during the Reconstruction Era to that of Negro congressmen today.



HIRAM REVELS

MUCH FROM MANY

Contributor HIRAM RHODES REVELS, 1822-1901

Ethnic Heritage NEGRO-AMERICAN

Contribution

The first Negro to sit in the Senate of the United States was Hiram R. Revels of Mississippi. From February 25, 1870, to March 3, 1871, he served the unexpired term of Jefferson Davis. He was born a free man in Fayetteville, North Carolina, in 1822.

As soon as he was old enough, he went to Ohio to study in a Quaker seminary. He graduated from Knox College, Galesburg, Illinois. Revels became a minister in the Methodist Episcopal Church.

When the Civil War began, he left his pulpit in Maryland to recruit soldiers for the first colored regiment organized in the state. During the war he followed the Union army, organized churches, tried to start schools, and lectured to the freedmen. Later he moved to Natchez, Mississippi.

Suggested Instructional Aids

Transparency of Hiram Revels from Much from Many series

Pictures of Negroes serving in the U. S. Senate and House of Representatives today

Sources of Information

Adams. Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, page 38.

Katz, William Loren. *Eyewitness: The Negro in American History*, Pitman, 1967, pages 260-286.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. In teaching the Reconstruction Act of 1867, point out that Hiram Revels was the first Negro to serve in the U. S. Senate.
2. Call attention to Negroes in the U. S. Congress today.
3. Mention the fact that it was unusual in 1870 for a Negro to have a college education. Relate this to the fact that today Negroes may legally attend the colleges of their choice.

HIGH SCHOOL

1. Have a student report on the Reconstruction Act of 1867, relating the appointment of Hiram Revels to the U. S. Senate to this period of time. Point out that he was a minister and a college graduate.
2. Have the class do research to determine how many Negroes, Mexican-Americans, and other representatives of minority ethnic groups have served in the U. S. Congress.



JAN ERNEST MATZELIGER

MUCH FROM MANY

Contributor JAN ERNEST MATZELIGER, 1852-1889

Ethnic Heritage DUTCH-NEGRO-AMERICAN

Contribution Jan Ernest Matzeliger, one of America's significant inventors, was born in Dutch Guiana in 1852. At the age of ten, he went to work in the government machine works.

About 1876, he arrived in Lynn, Massachusetts, after having been a sailor for two years. He also had served as a cobbler's apprentice, first in Philadelphia and later in Lynn. Matzeliger had had experience with machinery.

Until this time all shoes had been hand-lasting. Secretly, Matzeliger began work on a machine for the lasting of shoes. For ten years he worked on his idea alone and with no encouragement. When people heard about what he was trying to do, they jeered and ridiculed him.

Finally on March 20, 1883, he received a patent for his shoe-lasting machine. The United Shoe Machinery Company bought his invention which cut the cost of making shoes by fifty percent.

His many hours of overwork and frustrations at poverty probably contributed to his contracting tuberculosis. Six years after his shoe-lasting machine was patented, he died of that disease. He willed his stock in the shoe lasting company which sold his machine to the North Congregational Church in Lynn, Massachusetts. By 1904 the mortgage on the church had been paid by the income from the stock.

Suggested Instructional Aids

Frame No. 3 from "The Gilded Age"
filmstrip

Transparency of Jan Ernest Matzeliger from the Much from Many series

Sources of Information

Adams, Russell L. *Great Negroes, Past and Present*, Afro-Am Publishing Co., 1963, pages 49 and 51.

Rollins, Charlemae Hill. *They Showed the Way*, Crowell, 1964.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, The Associated Publisher, Inc., 1966, pages 461-462.

Suggestions for Curriculum

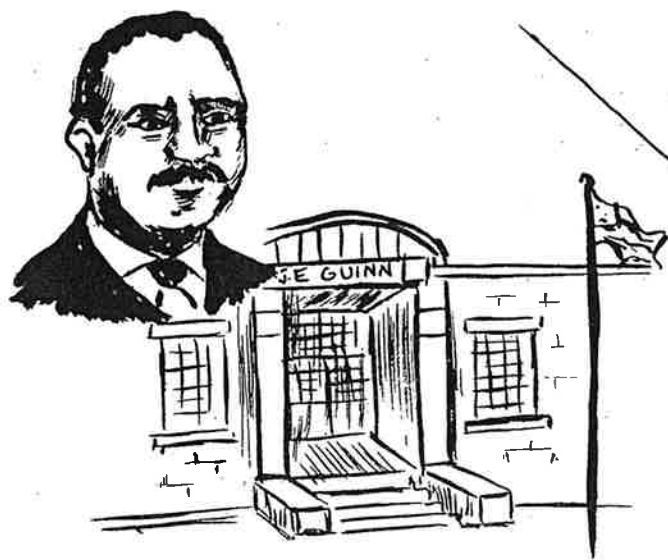
MIDDLE SCHOOL

Utilization and Placement

1. While studying the Industrial Northeast, tell about Matzeliger's shoe-lasting machine.
2. Have a class discussion about the importance of perseverance and patience in accomplishing a desired end.
3. Have the class cite examples of other inventors who were scoffed at rather than encouraged by their contemporaries.

HIGH SCHOOL

1. While having a class discussion on the Industrial Revolution, introduce Matzeliger as one of the people who made accomplishments beneficial to the American economy.
2. Have oral reports on other Negro inventors of the period, such as Norbert Rillieux, Granville T. Woods, Garrett A. Morgan, W. B. Purvis, A. B. Albert, Charles V. Ritchey, Fred J. Lowden, and Elijah J. McCoy.
3. Have a class discussion about the many inventions made by Negroes and the difficulties they had in securing patents. Have a student report on early patent laws.



I. M. TERRELL, MILTON KIRKPATRICK, and OTHERS

MUCH FROM MANY

Contributor ISAIAH M. TERRELL

Ethnic Heritage NEGRO-AMERICAN

Contribution Isaiah M. Terrell, a graduate of Straight University, was one of four Negro teachers when the Fort Worth Public Schools opened in 1882. The Ninth Street Colored School was established on the corner of East Ninth and Pecan Streets and was the first Negro school in Fort Worth to be owned by the schools. The original building that housed the Negro students is thought to have been a church building. It had eight rooms with a seating capacity of 450. Grades one through eleven were taught in this stove-heated frame building. Mr. Terrell was its first principal. In all, he spent more than 30 years as principal in the Fort Worth Schools.

Later, I. M. Terrell Junior-Senior High School at 1411 East 18th Street was named for him. The building at this location was opened in 1937.

Other schools in Fort Worth which were named for outstanding Fort Worth Negro educators follow.

1. James E. Guinn Elementary-Junior High School, 1100 Louisiana Avenue (Mr. Guinn was a school principal for many years.)
2. Milton L. Kirkpatrick Elementary School, 3229 Lincoln (Mr. Kirkpatrick was a promising young vice-principal at Terrell High School at the time of his sudden death.)
3. Milton L. Kirkpatrick Junior-Senior High School, 3201 Refugio
4. Amanda F. McCoy Elementary School, 2100 Cooper (Mrs. McCoy served as principal of the Cooper Street school from 1907-1928.)
5. Ruby Williamson Elementary School, 1815 Cold Springs Road (Mrs. Williamson was principal of the school for many years. In 1968-69, it was used for preschool education in the Central Cities Project.)
6. Versia L. Williams Elementary School, 901 Bourline (Mrs. Williams served as principal of this school for many years.)

The names of two nationally prominent Negroes--Paul Lawrence Dunbar and George Washington Carver--have been honored by having Fort Worth schools named for them. The schools are as follows.

1. George Washington Carver Elementary School, 1210 East 12th Street
2. Paul L. Dunbar Elementary School, 2300 Dillard
3. Paul L. Dunbar Junior High School, 5100 Willie
4. Paul L. Dunbar Senior High School, 5700 Ramey Avenue

Suggested Instructional Aids

Transparency of the former Ninth Street Colored School, Fort Worth, Texas

Filmstrip pictures of schools and persons for whom buildings were named

Sources of Information

Knight, Oliver. *Fort Worth Outpost on the Trinity*, University of Oklahoma Press, 1953, page 162.

Fort Worth School Directory, 1968-1969 (names and addresses of schools).

I. M. Terrell High School, *History Club News Bulletin*, March 15, 1966.

Material from *School Saga*, Fort Worth Council of Teachers of Social Studies, June, 1967.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. In a discussion on Texas schools make reference to the growth of Fort Worth Public Schools.

2. Have the class locate on a city map the schools in Fort Worth which were named for Negroes.

HIGH SCHOOL

1. While the class is discussing advances in education as a part of the emergence of modern America, have the group examine statistics about Fort Worth and its school system in 1882; then have them identify schools named for people of local, state, and national significance. Use Much from Many filmstrip and transparency illustrations.

2. Use the study as an opportunity to have the class examine the values of education in a modern society.

3. Involve data about Fort Worth and its school system during class discussions of practices of school segregation. Consider local decisions regarding integration following the 1954 *Brown vs. Board of Education* decision of the Supreme Court.



GEORGE WASHINGTON CARVER

MUCH FROM MANY

Contributor

GEORGE WASHINGTON CARVER, 1864-1943(?)

Ethnic Heritage

NEGRO-AMERICAN (born a slave)

Contribution

One of America's greatest scientists, George Washington Carver, was born a slave in Diamond Grove, Missouri, in 1864. When he was six weeks old, he and his mother were kidnapped. His owner, Moses Carver, ransomed young Carver for a horse valued at \$300. His mother was never found.

Carver worked hard and won the favor of his master. At the age of ten he went to Minneapolis, Kansas, and worked his way through school. He earned his degree from Iowa State College in 1894, where he worked as a janitor, cook, and laundryman.

In 1896, Carver joined Booker T. Washington at Tuskegee Institute where he won international fame for his agricultural research. He revolutionized agriculture in the South by developing products from peanuts, sweet potatoes, pecans, and soybeans. Adams' book states that his major contribution was "to demonstrate the use of science and scientific techniques in improving the land and diversifying the foundations of the South's economy." (p. 57)

From the peanut, Carver made more than 300 products; some of them were meal, instant and dry coffee, bleach, tan remover, wood filler, metal polish, paper, ink, shaving cream, rubbing oil, and linoleum. From the soybean, he made flour, breakfast food, and milk. He developed about 120 products from the sweet potato and about 75 products from the pecan.

In 1916 he was made a Fellow in the Royal Society of Arts in London, a rare honor for an American. Many schools throughout the United States have been named for him, one being in Fort Worth.

His national monument is in Diamond, Missouri. The park built in his honor was the first national monument created in honor of a Negro. When he died in 1943, he left his life's savings, about \$33,000, to the George Washington Carver Foundation for Agricultural Research at Tuskegee Institute. This great scientist, teacher, administrator, and humanitarian, who was humble and devout before God and nature, was buried next to Booker T. Washington at Tuskegee Institute in Alabama.

Suggested Instructional Aids

Transparency of George Washington Carver
from Much from Many series

Pictures of Tuskegee Institute, if available

Film on George Washington Carver

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 56-57 and 62.

Bontemps, Arna. *The Story of George Washington Carver*, Grosset, 1954.

Holt, Rackham. *George Washington Carver*, Doubleday, 1963.

Richardson, Ben. *Great American Negroes*, Crowell, 1956, pages 251-65.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. While studying industrial and scientific developments in the United States, relate the great achievements of George Washington Carver.

2. Assign students to give special reports on Carver.

3. Encourage students to relate Carver to current achievements in science, medicine, and space.

4. Emphasize the values of determination, perseverance, and patience toward success, as exemplified by Dr. Carver.

HIGH SCHOOL

1. Have several students read biographies of George Washington Carver, then discuss the significance of his work.

2. Have several students read biographies of a number of other great inventors and scientists.

3. Encourage those who have the opportunity to visit Tuskegee Institute in Alabama and the George Washington Carver National Monument in Diamond, Missouri, when traveling in those areas.

4. Have students make reports on the science of chemurgy and Carver's role in the founding of chemurgy.



PAUL LAURENCE DUNBAR



MUCH FROM MANY

Contributor PAUL LAURENCE DUNBAR, 1872-1906
(sometimes Paul Lawrence Dunbar)

Ethnic Heritage NEGRO-AMERICAN

Contribution Paul Laurence Dunbar, born to former slaves, was America's first famous Negro poet. He grew up in Dayton, Ohio. Dunbar was the only Negro in his senior class at Dayton's Central High School. He was the editor of the school paper and edited the yearbook.

His first volume of poems, *Oak and Ivy*, was published when he was twenty-one. Dunbar made his living working as an elevator boy for four dollars a week. In 1895 he published a second volume of poems entitled *Majors and Minors*. The volume which won him national and international fame was entitled *Lyrics of Lowly Life*. His verse, written in Negro dialect, presents the humor and gentleness of the lives of Negroes in the rural South with tenderness, sentimentality, and folksy humor. He put the world of parties, church, home-cooking, fiddle music, hard work, and happy courtship into poetry which anyone could understand and which many people could recite.

Dunbar's poetic greatness was cut short by his untimely death. In 1899 he contracted tuberculosis and died of pneumonia in 1906 at the age of thirty-four.

At 219 North Summit Street, Dayton, Ohio, visitors today can view the Paul Laurence Dunbar home with his personal belongings and manuscripts much as he left them.

Suggested Instructional Aids

Transparency of Paul L. Dunbar from
Much from Many series

Pictures of the Dunbar Elementary Junior and Senior High schools in Fort Worth
from the Much from Many filmstrip

Dunbar's poems

Filmstrip, "The Negro in the Gilded Age"

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964,
page 122.

Bontemps, Arna. *Story of the Negro*, Knopf, 1964, pages 197-98.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, The
Associated Publishers, Inc., 1966, page 470.

Suggestions for Curriculum

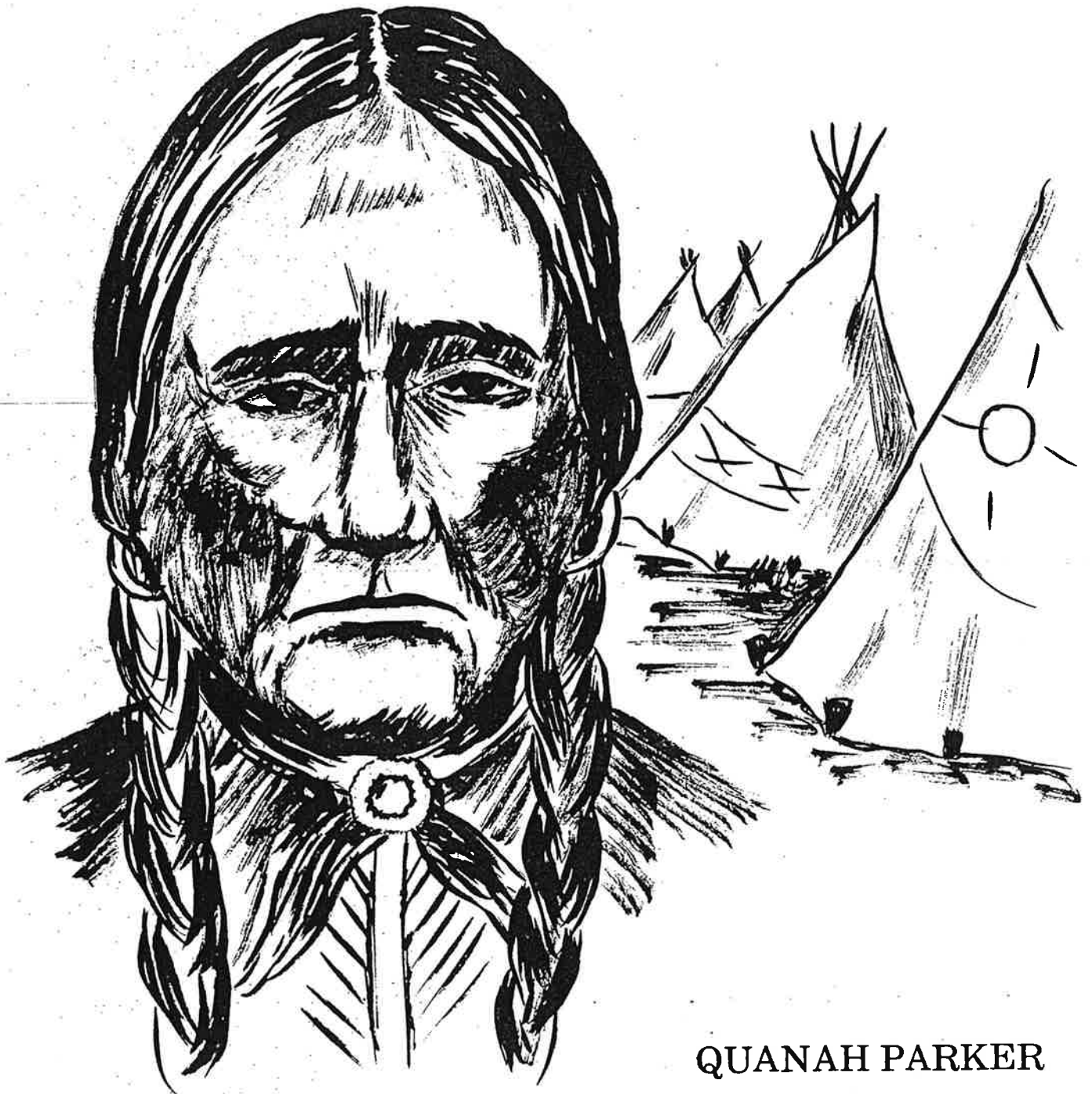
MIDDLE SCHOOL

Utilization and Placement

1. Ask a student to check on how his school received its name.
2. Remind the student that three schools--an elementary, a junior high, and a senior high school--in Fort Worth are named for Paul L. Dunbar.
3. Point out that much history can be learned from reading poetry.
4. Explain that Dunbar's poetry tells about the life of the Negroes before the Twentieth Century. His verse, written in a humorous vein, shows deep feeling and sympathy for Negro life.

HIGH SCHOOL

1. Have two students study several of Dunbar's poems and then discuss them with the class.
2. Have a general discussion on the significance of poetry to reveal information about the life of the Negro.
3. Have a student research a reference that indicates that Dunbar was a classmate of the Wright brothers.



QUANAH PARKER



MUCH FROM MANY

Contributor QUANAH PARKER, 1852(?) - 1911

Ethnic Heritage AMERICAN-INDIAN

Contribution The last chief of the Comanches was Quanah Parker, son of Chief Pete Nocona and Naduah (Cynthia Ann Parker). His mother had been captured by the Comanches in a raid on Fort Parker near Groesbeck, Texas, in 1836.

Parker grew up with the nomadic Quahadi and followed the buffalo. In 1867 he refused to accept the Medicine Lodge Treaty of 1867.

He led many raids against white settlers and soldiers in Texas and the southwest in the late 1800's. In 1871 a group of his braves stole all of General Ranald S. Mackenzie's horses. He led seven hundred Indians in the battle at Adobe Walls on June 27, 1874. In 1877, he was made chief of the tribe.

Chief Parker made visits into Texas and Mexico and visited Fort Worth several times. He served as a federal judge and was a personal friend of Theodore Roosevelt. This proud chief died in 1911 and was buried in Post Oak Mission Cemetery, four miles from Indianola, Oklahoma, beside his mother.

Suggested Instructional Aids

Transparency of Quanah Parker from Much from Many series

Transparency of Indian tribes of Texas from the Texas set

Indian artifacts (Student collections)

Sources of Information

Webb, Walter Prescott. *The Handbook of Texas*, The Texas State Historical Association, 1952, page 337.

_____. *The American Heritage Book of Indians*, American Heritage, 1961.

_____. *The World Book Encyclopedia*, Field Enterprises, Vol T, page 164.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When discussing Texas history, relate the story of Cynthia Ann Parker to the class. Then call for discussion on her son, Quanah Parker.
2. Suggest that the class members visit the Fort Worth Museum of Science and History to see the Indian artifacts exhibits.
3. Show pictures of other prominent American Indians, if available.
4. Have discussions on why Parker was said to be a great Indian chief.

HIGH SCHOOL

1. Have a class discussion on the contributions made by Indians to American history.
2. Have the class discuss the problems obviously encountered by persons who have such varied cultural heritages as had Quanah Parker.
3. Use current events transparency about the American Indians in United States today for a class discussion on the role of Indians in current affairs.
4. Ask students to report on why Quanah Parker refused to accept the Medicine Lodge Treaty of 1867.



IDA B. WELLS

MUCH FROM MANY

Contributor IDA B. WELLS (Barnett), 1869-1931

Ethnic Heritage NEGRO-AMERICAN

Contribution One of the first leaders in the civil rights movement in the United States was a beautiful nineteen-year-old woman, Ida B. Wells. Miss Wells was born in Holly Springs, Mississippi. In spite of the fact that she had to care for younger brothers and sisters, she was determined to get an education.

She attended Fisk University in Nashville, Tennessee, and wrote articles for a campus magazine. Then she became a teacher in the public schools of Memphis. Miss Wells invested the money, which she saved while teaching, in a newspaper. She was the co-owner and editor of the *Memphis Free Speech*, an outspoken publication for the rights of Negroes and against lynchings and mob violence. Because of this outspoken publication Miss Wells frequently received threats against her life and her newspaper.

When she reported the facts about the lynchings of three Negro business men in Memphis, her newspaper office was wrecked and she was forced to flee from Memphis.

After leaving Memphis, she went to work in New York City in the publications office of *The Age*. Her employer said of her, "She has plenty of nerve and is as sharp as a steel trap." (Hughes, p. 159)

In 1895 she married Ferdinand L. Barnett, a Chicago newspaper man. She was one of the representatives at the national conference on Negro problems which met in New York City in 1909. Out of this conference grew the National Association for the Advancement of Colored People.

In 1898 she led a group of representatives to see President William McKinley. Speaking to him she stated, "We refuse to believe this country, so powerful to defend its citizens abroad, is unable to protect its citizens at home." (Katz, p. 343)

Ida B. Wells, who had been known as a defier of mobs and a vigorous crusader against all the brutalities that beset the Negro people in post-reconstruction days in the South, died in Chicago in 1931. A large low-rent housing development in Chicago is named for her.

Suggested Instructional Aids

Transparency of Ida B. Wells from Much from Many series

Transparency of Martin Luther King, Jr., from Much from Many series

Current articles on civil rights movements

Sources of Information

Hughes, Langston. *Famous Negro Heroes of America*, Dodd, 1958, pages 155-62.

Katz, William Loren. *Eyewitness: The Negro in American History*, Pitman, 1967, pages 342, 350, and 361-62 (picture, page 343).

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. While studying the Reconstruction Period, point out that Ida B. Wells, a brave young woman, began a civil rights movement in Tennessee.

2. Use this as an opportunity to show "freedom of press" in America. Relate this to John Peter Zenger.

3. Relate this also to Martin Luther King, Jr., who also preached nonviolence and received many threats to his life before his assassination.

HIGH SCHOOL

1. Use Ida B. Wells as an example of a civil rights leader before 1900. Point out that all problems with civil rights did not start in the 1950's.

2. Trace the development of the civil rights movement in the United States. Have a student report on the founding of the NAACP. Have another discuss the conflicting viewpoints on rights held by W. E. B. Duboise and Booker T. Washington.

3. Ask the class to list other leaders in civil rights movements. Have them list examples of progress made in the 1960's.



MAGGIE L. WALKER



UNIVERSITY OF TORONTO

MUCH FROM MANY

Contributor MAGGIE L. WALKER, 1867-1934

Ethnic Heritage NEGRO-AMERICAN

Contribution

Mrs. Maggie L. Walker was a Negro pioneer in the business world. She was born in Richmond, Virginia. In spite of dire poverty, she finished high school and became a school teacher.

Mrs. Walker organized youth clubs and fostered interracial work with white women's clubs. She was the prime mover in the establishment of a home for delinquent Negro girls in Richmond. Richmond's community center was built in 1924, largely through her efforts.

In 1925 Governor E. Lee Trinkle of Virginia at a public meeting stated, "If the State of Virginia had done no more in fifty years with funds spent on the education of Negroes than educate Mrs. Walker, the state would have been amply repaid for its outlay and efforts." (Katz, p. 293)

Early in the Twentieth Century Mrs. Walker was influential in founding a church-sponsored insurance business which became a thriving enterprise.

Her contributions can also be seen in the huge structure which housed the St. Luke Bank and Trust Company, the national headquarters of the Independent Order of St. Luke, and an insurance firm. She founded a newspaper, *The St. Luke Herald*, too.

Suggested Instructional Aids

Transparency of Maggie L. Walker from
Much from Many series

Filmstrip, "The Negro Faces the Twentieth Century"

Pictures of Richmond, Virginia

Sources of Information

Adams, Russell L. *Great Negroes Past
and Present*, Afro-Am Publishing Co.,
1963, page 69.

Katz, William L. *Eyewitness: the Negro in American History*, Pitman, 1967,
page 293.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When discussing the growth of business and industry in the United States, explain how some businesses were cooperative efforts. Point out the role of Maggie L. Walker.
2. Define corporation and trust.
3. While studying the westward movement, define "pioneer" and relate this to a "pioneering spirit," such as was possessed by this woman.

HIGH SCHOOL

1. In the study of "Big Business" and "Growth of Capitalism," mention Maggie L. Walker, a pioneer Negro business woman and teacher. Have the class discuss the personal traits that one would have needed to succeed, if that person was both a woman and a Negro in the early 1900's.
2. Have a class discussion on the advantages of cooperative efforts in founding a business.



HENRY OSSAWA TANNER

MUCH FROM MANY

Contributor

HENRY OSSAWA TANNER, 1859-1937

Ethnic Heritage

NEGRO-AMERICAN

Contribution

One of America's great Negro artists was Henry Ossawa Tanner, a painter of religious themes. His father was a bishop of the African Methodist Episcopal Church.

After graduation in 1888 from the Pennsylvania Academy of the Fine Arts, Tanner taught in Atlanta. In 1891 he went to Paris to develop his talent as a painter under Benjamin Constant. His first "honorable mention" in a gallery showing came after five years of study and practice.

In 1897 he sold a picture, *The Resurrection of Lazarus*, to the French government. This picture was awarded a gold medal and was placed in the Louvre.

After this recognition, his works were sought by galleries and museums the world over. His paintings presented a reverent atmosphere; they were clean-cut and luminous. Carter G. Woodson and Charles H. Wesley call Tanner the most distinguished Negro in the field of art.

Suggested Instructional Aids

Transparency of Henry Ossawa Tanner from
Much from Many series

Filmstrip, "The Negro in the Gilded Age"

Current articles about famous artists

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 155 and 157.

Bontemps, Arna. *Story of the Negro*, Knopf, 1964, pages 196-97.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, The Associated Publishers, Inc., 1966, pages 467-69.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. While discussing cultural aspects of U. S. history, call attention to the fact that Henry Tanner went to Europe to study. Ask the students why they think he did this.

2. Ask students if they have visited the Fort Worth Art Museum or Museum of Western Art.

HIGH SCHOOL

1. Have the class do research and then discuss the cultural contributions of multi-ethnic groups in American history.

2. Refer to the cultural achievements of Marian Anderson, Leontyne Price, Louis Armstrong, and others. Use the related transparencies from the Much from Many series.

3. Have the students locate current articles on cultural achievements of Negro-Americans.



MATTHEW HENSON

MUCH FROM MANY

Contributor MATTHEW ALEXANDER HENSON, 1867-1955

Ethnic Heritage NEGRO-AMERICAN

Contribution On April 7, 1909, Admiral Robert E. Peary, accompanied by his Negro guide and assistant, Matthew A. Henson, planted the American flag at the North Pole, the top of the world. They were assisted by four Eskimos. Matthew Henson's friendly relations with the Eskimos and expert handling of the dogs and equipment made Peary's expedition a success, according to Katz's *Eyewitness* account.

Henson first accompanied Peary to Nicaragua in 1887 to survey canal sites. He was his faithful companion on expeditions in 1900, 1902, 1905 and 1907. Then in 1909 Henson reached the North Pole first. Peary followed him and confirmed the location with instruments.

In the Maryland State Capitol at Annapolis there is a Matthew Henson Plaque which commemorates Henson's discovery.

William Katz in his book, *Eyewitness*, quotes Henson thusly, "But the great things of the world, the great accomplishments of the world, have been achieved by men who had high ideals and who have received great visions. The path is not easy, the climbing is rugged and hard, but the glory at the end is worth while. . . ." (page 388)

Suggested Instructional Aids

Transparency of Matthew Henson from the
Much from Many series

Filmstrip, "The Negro Faces the Twentieth Century"

Some current film about men and space

Sources of Information

Adams, Russell L. *Great Negroes Past
and Present*, Afro-Am Publishing Co.,
1964, page 55.

Katz, William L. *Eyewitness: The Negro in American History*, Pitman, 1967,
pages 374, 387-88.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Relate Henson's expedition in history to the expeditions of early explorers, regardless of the time or period.
2. Point out how the expedition to the North Pole was hazardous and uncertain, just as the flights of men into space today are wrought with uncertainty.
3. Emphasize the necessity of having men with intense courage to explore the unknown, whether in science, space, medicine, or other fields.

HIGH SCHOOL

1. Assign a student a report on men and space. Relate this to Henson's expedition.
2. Ask the group to define the necessary traits for exploring new locations.
3. Have a student report on the awards received by Henson, such as the honorary degree in science and the Congressional Medal of Honor.



ARTHUR SCHOMBURG

MUCH FROM MANY

Contributor ARTHUR SCHOMBURG, 1874-1938

Ethnic Heritage PUERTO RICAN-NEGRO-AMERICAN

Contribution An important research center for the study of Negro culture and literature is the Schomburg Collection which is housed in the 135th Street branch of the New York Public Library in Harlem, New York City. Arthur Schomburg was the first curator of this collection.

In 1926 the Carnegie Foundation purchased from the Negro bibliophile, Arthur Schomburg, his collection of Negro books in all languages. This collection he had accumulated since he had migrated to New York in 1891 from Puerto Rico. Before coming to the United States, he had been active in the revolutionary cause in Puerto Rico and had also helped found a society to further the causes of Negroes. In the United States he worked hard, read law for several years, served as curator of Negro Literature at Fisk University, edited and published a number of books, and wrote a number of articles himself.

These books which he had collected were eventually given to the New York Public Library and formed the nucleus of the famous Schomburg Collection. It is probably the most generally useful Negro collection in the United States, for students of Negro life and letters usually find many resource materials here.

Suggested Instructional Aids

Transparency depicting Arthur Schomburg
from Much from Many series

Transparency of Langston Hughes from Much from Many series

Sources of Information

Editors of *Ebony*, *The Negro Handbook*,
Johnson Publishing Co., Inc., 1966,
page 184.

Hughes, Langston and Milton Meltzer. *A Pictorial History of the Negro in America*, Crown Publishers, Inc., 1963, page 275.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Call attention to the Schomburg Collection of Negro literature in New York City.

2. Relate Arthur Schomburg's interest in the literary contributions of Negroes to other writers, such as Langston Hughes, Countee Cullen, Lewis Latimer, Arna Bontemps, James Weldon Johnson, and Ann Petry.

HIGH SCHOOL

1. Have a class discussion on where materials for research and study can be found (public library, school library, and other sources). Then tell about the collection of materials dealing with the Negro in America in the Schomburg collection.

2. Assign the class to look for picture acknowledgments in the various books about Negroes which refer to the Schomburg Collection. Suggest that Hughes' *A Pictorial History of the Negro in America* is a good place to start.



WILLIAM "GOOSENECK BILL" McDONALD

MUCH FROM MANY

Contributor WILLIAM CHRISTOPHER HANDY, 1873-1958

Ethnic Heritage NEGRO-AMERICAN

Contribution "The Father of the Blues," William Christopher Handy, was born in Florence, Alabama, in 1893. He was the son and grandson of Methodist ministers. His parents objected to his interest in music. Handy's first musical instrument was a cornet which he bought without his parents' knowledge. He seized every opportunity to further his knowledge in music.

At the age of eighteen he left home and made his own way working at odd jobs. Many nights he slept on the levee of the Mississippi River.

Handy collected the rhythm tunes of the southern docks, levees, tobacco factories, and corn fields where Negroes worked and spent their time. He made a flat note into a regular scale and called it a "blue" note. His composing of "The Memphis Blues" and "The Beale Street Blues" began his success.

When he was forty years of age, his fame became world-wide with the publication of "The St. Louis Blues," which has been translated into seven foreign languages. In his lifetime he composed over 150 compositions which have added much to America's musical heritage.

Today in Florence, Alabama, tourists may see Handy's piano, trumpet, and other mementos in the Handy Heights Housing Development and Museum. Memphis, Tennessee, has honored him with the W. C. Handy Park. In this park a bronze statue of Handy with horn poised was dedicated in 1960.

Suggested Instructional Aids

Transparency of W. C. Handy from the
Much from Many series

Filmstrip, "The Negro in the Gilded Age"

Transparency AF-41-3, "Chronology of Negro History," from the Afro-American History series

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 144-45.

Bontemps, Arna. *Negro American Heritage*, The Century Schoolbook Press, 1967, pages 88-90.

Bontemps, Arna. *Story of the Negro*, Knopf, 1964, pages 195-96.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When considering America's contemporary culture, ask the students to report on Negro musicians in Twentieth Century America.

2. Call attention to the statue of W. C. Handy in Handy Park, Memphis, Tennessee.

3. Get copies of "St. Louis Blues" and read the words to the class. Discuss what can be learned from the music of a particular period of history.

4. Play a record of "St. Louis Blues" if it is available.

5. Discuss the relationship of the "blues" to the music of today.

HIGH SCHOOL

1. While studying about America in the Twenties, show the filmstrip, "The Negro in the Gilded Age."

2. Lead a discussion on Negro musicians who have added to America's musical heritage, including Louis Armstrong, Duke Ellington, Ella Fitzgerald, Marian Anderson, Nat "King" Cole, and others.

3. Play a record of Handy's "St. Louis Blues," discussing the music of then and now.

4. Discuss jazz and other popular musical forms as based on Negro themes of the early Twentieth Century, including those of Handy, Bessie Smith, and Ethel Waters.

5. Place these musical developments on Transparency AF-41-3, "Chronology of Negro History," in the appropriate time sequence.



MARY McLEOD BETHUNE

"THE ST. LOUIS BLUES"



"THE BEALE ST. BLUES"



"THE MEMPHIS BLUES"



W. C. HANDY



MUCH FROM MANY

Contributor WILLIAM MADISON (Gooseneck Bill) McDONALD, 1866-1950

Ethnic Heritage NEGRO-AMERICAN

Contribution William Madison (Gooseneck Bill) McDonald was one of Fort Worth's prominent Negro business men. He was born June 22, 1866, at College Mound, about six miles east of Kaufman, Kaufman County, Texas. He received his high school diploma in 1884 at Kaufman, Texas.

McDonald taught school from time to time. In 1885-1886 he worked in Fort Worth as a stock clerk and shipping clerk. In 1905, he prepared several papers on education and one of them, "Thesis on Moral Philosophy," was submitted to Paul Quinn College, Waco, Texas. On June 1, 1905, Paul Quinn College conferred on him the degree of Doctor of Philosophy.

McDonald organized the Fraternal Bank and Trust Company of Fort Worth in 1912 and served as its president for over twenty-five years. This was the only bank in Fort Worth owned and operated by Negroes.

His political career began about 1888 while he was teaching school in East Texas. He showed a flair for politics and attracted the attention of H. R. Green, the son of a wealthy railroad family. Green hired McDonald at \$525 a month as his political adviser. McDonald's nickname was picked up at the National Republican Convention in St. Louis in 1896. A Dallas newspaper wired that Hetty Green's son was accompanied by his political adviser whom the newsman called "Gooseneck Bill." This nickname stuck.

McDonald played an important role in national Republican politics until well into the twentieth century. He continued as a prosperous banker in Fort Worth until his death in 1950.

Suggested Instructional Aids

Transparency of William Madison McDonald
from Much from Many series

City map of Fort Worth, showing McDonald's residence at the corner of
Tennessee and Terrell Avenues

Sources of Information

Casdorph, Paul D. *A History of the
Republican Party in Texas, 1865-1965*,
Pemberton Press, 1965.

Bundy, William Oliver. *Life of William Madison McDonald, PhD.*, The Bunker
Printing and Book Co., Inc., 1925.

Knight, Oliver. *Fort Worth, Outpost on the Trinity*, University of Oklahoma
Press, 1953, page 148.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. While the class is studying the
growth of Fort Worth, mention "Gooseneck
Bill" McDonald as an early Negro business-
man in Fort Worth.

2. Check the *Texas Almanac* for the size of Fort Worth during the career of
McDonald.

HIGH SCHOOL

1. Have a panel prepare a discussion of the role of multi-ethnic groups in
the development of "big business" in the United States, showing the limitations
and the successes. Suggest a comparison with current ideas about the possible
roles for minority groups.

2. At a convenient point of departure, have a discussion on the growth of
the City of Fort Worth and relate "Gooseneck Bill" McDonald to progress in
business in Fort Worth.

MUCH FROM MANY

Contributor

MARY McLEOD BETHUNE, 1875-1955

Ethnic Heritage

NEGRO-AMERICAN

Contribution

Mary McLeod Bethune, an educator, was born on a plantation in South Carolina. She was the youngest of seventeen children. As a young child she worked hard at picking cotton or other chores she had to do. Whenever she could, she eagerly went to school.

At the age of 15 she attended Scotia Seminary in Concord, North Carolina. Then she attended Moody Bible Institute in Chicago. She hoped to be a missionary in Africa, but instead she taught in Haines Institute in Augusta, Georgia. On October 3, 1904, she opened a school in a shabby, four-room cottage at Daytona Beach, Florida. She started with \$1.50 and literally worked, begged, and pleaded for help from any source. In 1922 Bethune College merged with Cookman Institute to become Bethune-Cookman College. At the time of Mrs. Bethune's death in 1955 there were 794 students enrolled and a faculty of 50.

During Franklin D. Roosevelt's administration Mrs. Bethune was a member of the so-called "Black Cabinet" and was appointed an adviser to the National Youth Administration. President Truman sent her as an observer to the United Nations in San Francisco in 1945.

On one occasion when Mrs. Bethune visited the White House, President Roosevelt said, "I'm always glad to see you, Mrs. Bethune, for you always come asking for help for others --never for yourself."

She was listed in *Who's Who in America* and was named as one of fifty great women in America.

Suggested Instructional Aids

Filmstrip illustration of Mary Bethune,
Much from Many series

Map showing Daytona Beach, Florida

Transparency of Mary McLeod Bethune from the Much from Many series

Filmstrip, "The Negro Fights for the 'Four Freedoms'"

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Company, Inc., 1964, page 96.

Bontemps, Arna. *Negro American Heritage*, The Century Schoolbook Press, 1967, pages 35-36.

Katz, William L. *Eyewitness: The Negro in American History*, Pitman, 1967, pages 349-50 and 427-28.

Richardson, Ben. *Great American Negroes*, Crowell, 1956, pages 178-96.

Sterne, Emma Gilders. *Mary McLeod Bethune*, Knopf, 1957.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When discussing the role of Booker T. Washington in education, assign a report on Mary McLeod Bethune.
2. Have the class discuss how important work is if one is to achieve a cause in which one firmly believes. Use Mrs. Bethune as an example of one who believed in educational opportunities for all men and women not only allowing them to learn to read and write but also to earn a living.
3. When referring to Franklin D. Roosevelt's administration, define "Black Cabinet" for the class. Ask them to find out the names of more recent Negroes who have also been advisers to a president.

HIGH SCHOOL

1. During the study of emerging America, have a class discussion on the various ideas about educating Negroes, considering the viewpoints of Mrs. Bethune, Booker T. Washington, George Washington Carver, W. E. B. DuBois and other Negro educators. Explore the means used by each to overcome opposition in his day. Use Transparency AF-41-12.
2. In a discussion on the New Deal relate the human interest aspects of Mary McLeod Bethune's service as adviser to President Roosevelt.
3. Have a student locate and read for the class the statements left as a will or legacy by Mrs. Bethune to her many students.



LUIS MUÑOZ MARÍN

MUCH FROM MANY

Contributor LUIS MUNOZ MARIN (DON LUIS), 1898-

Ethnic Heritage PUERTO RICO-AMERICAN

Contribution Luis Muñoz Marín (Don Luis), the first elected governor of Puerto Rico, made Puerto Rico a showcase for American democracy. Muñoz Marín's father was the resident commissioner from Puerto Rico who sat in the United States Congress. He attended schools and worked in the United States.

Muñoz Marín speaks French, English, and Spanish, but he writes poetry only in Spanish. As governor of Puerto Rico, he formed the Popular Democratic Party and advanced a new program of land ownership, broke the stranglehold of big corporations on the economy, and began agricultural and industrial reforms.

Under the program of "Operation Bootstrap" literacy reached 86% in 1960, per capita income climbed to \$571, and the death rate definitely decreased. Muñoz's reforms in Puerto Rico show how standards of living may be raised through democratic methods.

Muñoz Marín's accomplishments also included service in the Puerto Rican Senate and as editor for several publications.

Suggested Instructional Aids

Films on Puerto Rico: GK-65, LK-780, and Q977

Map of Latin America and the Caribbean

Transparency from current events collection on Puerto Rico

Transparency on Muñoz Marín from Much from Many series

Sources of Information

Bragdon, Henry W. and Samuel P. McCutchen. *History of a Free People*, Macmillan, 1964, page 737.

Senior, Clarence. *Our Citizens from the Caribbean*, McGraw, 1965, pages 22-28.

_____. *Current Biography Yearbook*, 1953, Wilson, 1954, pages 444-46.
(photograph on page 444)

_____. *Who's Who in America*, Vol. 34 (1966-67), Marquis-Who's Who, 1966, page 1530.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When studying the results of the Spanish-American War, call attention to Puerto Rico today.
2. Assign a report on Puerto Rico today.
3. Ask students to bring current events about Puerto Rico.
4. Show the relationships between progress in Puerto Rico and other Latin-American countries.

HIGH SCHOOL

1. While studying the territorial acquisitions of the U. S., discuss the conditions and leadership in Puerto Rico in 1899 and today. Use the transparency.
2. Assign a report on the Peace Corps in Latin-America.
3. Ask for a special report on Operation Bootstrap.
4. Encourage students to bring current newspaper and magazine articles to class.
5. If students have been to Puerto Rico, ask them to share their experiences with the class. Have them recount information related to the history of the area.



LANGSTON HUGHES

MUCH FROM MANY

Contributor JAMES LANGSTON HUGHES, 1902-1967

Ethnic Heritage NEGRO-AMERICAN

Contribution Langston Hughes, a twentieth-century Negro poet, playwright, and author who was born in Joplin, Missouri, has been referred to by John Hope Franklin in his book, *From Slavery to Freedom*, as the "Shakespeare in Harlem." Yet few, if any, writers of his time have been the center of controversy more than he.

His literary career began in Central High School in Cleveland, Ohio. His first poem entitled, "The Negro Speaks of Rivers," appeared in *The Crisis* in 1921. In 1926, his first book of poems was published. Because his writings were characterized by an ease of expression and a naturalness of feeling, Hughes has been called "an American original" in the publication, *The American Negro Reference Book*. In 1930, his first novel was published, and later one of his plays had a record run of 135 performances in the Suitcase Theatre in Harlem.

His poetry has been translated into nineteen languages and dialects. He was a prolific writer who used poems, songs, novels, plays, biographies, histories, and essays as vehicles of communication. Hughes received his college training at Columbia University. During his lifetime he lived in Haiti, Mexico, France, Italy, and Russia.

In 1953, he was asked to appear before an investigating subcommittee of the Government Operations Committee of the United States Senate, which was headed by Senator Joseph McCarthy. The subcommittee was at that time investigating books placed in overseas libraries. Under oath, Hughes verified that he had, during a certain period of his life, been sympathetic to communist causes, but he stated that, although he had been offered membership in the Communist Party, he had declined it. He also acknowledged that during this period his writings reflected this sympathy. He further stated that he would not want these books placed in the overseas libraries.

Senator John L. McClellan, one of the committee members, then continued, "It is always quite refreshing and comforting to know that any Communist or Communist sympathizer has discovered the error of his ways and beliefs, and changes. But I have always thought that with repentance or reformation comes deeds and action. And I was interested to know whether, since you came to the conclusion that the ideology of communism was wrong, you have, since you are a writer, undertaken to write books or other material that would repudiate your former writings and philosophy."

Hughes then named for the committee several examples of recent works which expressed his pro-democratic philosophy. Then he asked permission to read aloud the last paragraph of his latest publication, *The First Book of Negroes*, "Our country has many problems still to solve, but America is young, big, strong, and beautiful, and we are trying very hard to be, as the flag says, one nation, indivisible, with liberty and justice for all. Here people are free to vote and work out their problems. In some countries people are governed by rulers, and ordinary folks can't do a thing about it. But here all of us are a part of democracy. By taking an interest in our government, and by treating our neighbors as we would like to be treated, each one of us can help make our country the most wonderful country in the world."

Because of the controversy which enveloped Hughes during his lifetime, the June 5, 1967 *Newsweek* article which reported his death referred to him as a "black and blue Socrates."

Suggested Instructional Aids

A transparency of Langston Hughes from the
Much from Many series

A transparency of his poem, "The Negro Speaks of Rivers"

Transparency AF-41-14, Afro-American Series

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 117 and 127.

Davis, John P. *The American Negro Reference Book*, Prentice, 1966, pages 67, 732, 835-36, 839, 841, 844, 858, 860-62, and 874.

Richardson, Ben. *Great American Negroes*, Rev. by William A. Fahey, Crowell, 1956, pages 115-24.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, 11th Ed. Associated Publishers, 1966, pages 559, 620, and 695-96.

_____. *Who's Who in America*, Vol. 34 (1966-67), Marquis-Who's Who Inc., 1966, page 1024.

United States Senate, 83rd Congress, 1st Session. "State Department Information Program--Information Centers: A Hearing Before the Permanent Subcommittee on Investigations of the Committee on Government Operations, March 24, 25, and 26, 1953." Washington, D. C., United States Government Printing Office, 1953, pages 73-83.

_____. "The Death of Simple," *Newsweek*, June 5, 1967, page 104. (Simple was a literary character created by Langston Hughes.)

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Emphasize the fact that literature tells us much about the social problems of a particular period of history. Show how the writings of Langston Hughes reveal the life of the twentieth-century American Negro. Clarify the fact that there was a period in which he did mistakenly sympathize with communist causes, but that he later rejected these beliefs.

2. Read the poem, "The Negro Speaks of Rivers," to the class.

HIGH SCHOOL

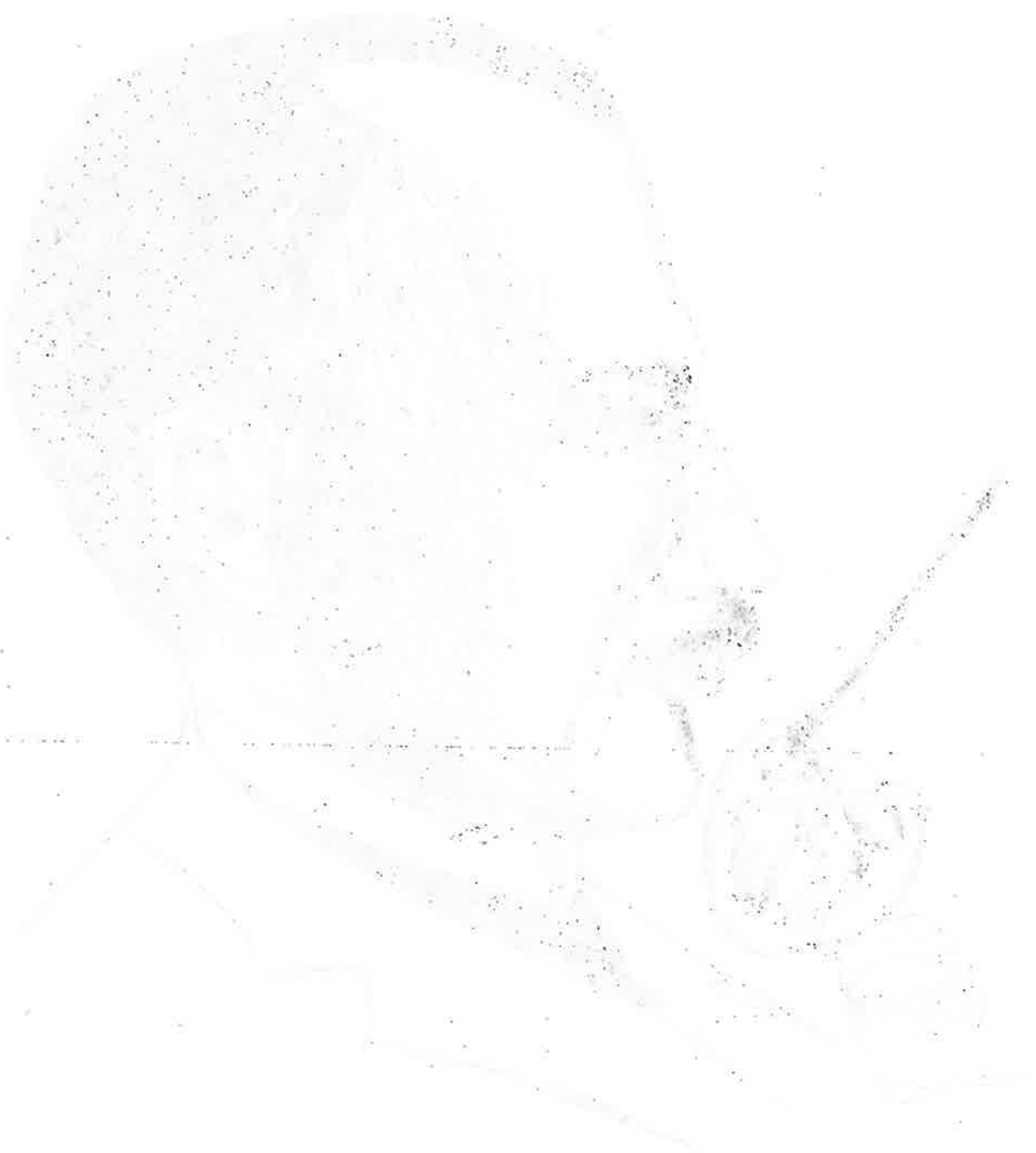
1. While discussing contemporary progress in race relations, show a transparency of the poem, "The Negro Speaks of Rivers," and have a class discussion on what is revealed about the social life of the times.

2. Ask students to find names of other twentieth-century writers in American literature who have reflected the plight of America's minorities. Use Transparency AF-41-14 in the ensuing discussion.

3. Have the class use the *Reader's Guide* to find sources for a report on Langston Hughes. As an outgrowth of the information encountered, have a class discussion of the false promises of communism which ensnared Hughes during part of his life. Help the class examine the resultant consequences of this action. (Refer to pages 1-15, *Emphasis upon Citizenship and Patriotism*, Fort. Worth Curriculum Bulletin, No. 113.)



DANIEL HALE WILLIAMS



THE UNIVERSITY OF CHICAGO

MUCH FROM MANY

Contributor

DANIEL HALE WILLIAMS, 1856-1931

Ethnic Heritage

NEGRO-AMERICAN

Contribution

The first successful operation on the human heart was performed in 1893 by Dr. Daniel Hale Williams. Dr. Williams was born the son of free Negroes in Pennsylvania. He worked as an apprentice shoemaker, a roustabout on a lake steamer, and a barber, but he always wanted to be a doctor.

In Janesville, Illinois, a white physician encouraged him, and with the aid of friends he finished Chicago Medical College in 1883. He then opened an office on Chicago's south side. He also served as a surgeon and demonstrator in anatomy at Chicago Medical College.

His greatest achievement was the founding of Provident Hospital in Chicago where Negroes and all doctors could have staff appointments, internships and residencies. He later founded a training school for Negro nurses at Provident Hospital. This gave Negroes in the medical profession a place to train.

He also founded a training school for Negro nurses at Freedmen's Hospital in Washington, D. C. Dr. Williams was the first Negro admitted to membership in the American College of Surgeons. In 1898 he received an appointment to the staff of St. Luke's Hospital in Chicago. His personal papers and writings are a part of the Moorland Collection of Howard University in Washington, D. C.

Dr. Williams died in 1931. He willed part of his estate for use in the advancement of Negro physicians and part to the NAACP.

Suggested Instructional Aids

Transparency of Daniel Hale Williams from
Much from Many series

Articles on recent developments in heart surgery

Sources of Information

Adams, Russell L. *Great Negroes Past
and Present*, Afro-Am Publishing Co.,
1964, pages 56 and 58.

Editors of *Ebony*, *The Negro Handbook*, Johnson Publishing Company, Inc., 1966,
pages 183 and 312.

_____. *Senior Scholastic*, "The Negro in U. S. History," January 18, 1968, page 16.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

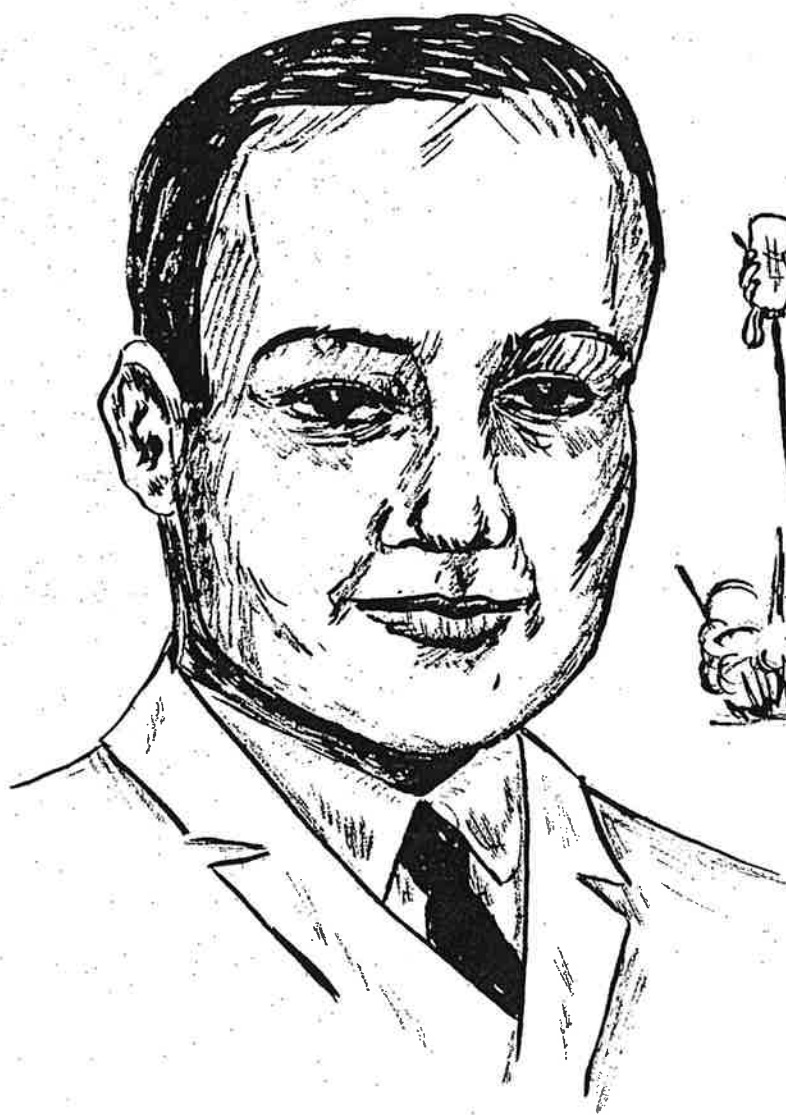
1. Ask students to bring articles to class
about recent heart transplants.

2. When having a class discussion on the Westward Movement, show that there
have also been pioneers in the field of medicine, including Daniel Hale Williams.

HIGH SCHOOL

1. When considering recent scientific advancements, direct a class discussion
on pioneering and progress in the field of heart surgery and heart disease.

2. Have the group compile a list of the noted heart surgeons of today.



CHARLES R. DREW

MUCH FROM MANY

Contributor CHARLES RICHARD DREW, 1904-1950

Ethnic Heritage NEGRO-AMERICAN

Contribution

Thousands of lives were saved in World War II, because Dr. Charles R. Drew, an outstanding Negro doctor, had developed a process whereby blood plasma could be processed and preserved. While at Columbia University, Dr. Drew began the first "blood bank."

This capable doctor was born in Washington, D. C., on June 3, 1904. He was an outstanding athlete during his days at Dunbar High School in Washington, D. C.

In 1926, Drew was graduated from Amherst College and was named the most outstanding athlete during his four years at the college. Then he began coaching at Morgan College, but he was not content; for he wanted to enter the medical profession.

In 1933, he was graduated from McGill University in Montreal, Canada, with a degree in medicine. Not only did he receive high honors scholastically, but he also was an outstanding track star.

Dr. Drew then became a teacher in the medical school at Howard University. From there he went to Columbia University. After his discovery of a way to store blood plasma, he headed the "Blood for Britain Project" and later became the director of the first American Red Cross Blood Bank. He toured Europe after World War II to help improve hospitals there.

Tragically and ironically, this great doctor, who had spent his life in the pursuit of excellence, died an untimely death in 1950. He was involved in an automobile accident in North Carolina and died from a loss of blood without regaining consciousness.

Suggested Instructional Aids

Transparency of Dr. Charles R. Drew from
Much from Many series

Filmstrip, "The Negro in the Twentieth Century"

Any appropriate films on World War II

Sources of Information

Adams, Russell L. *Great Negroes Past
and Present*, Afro-Am Publishing Co.,
1964, page 61.

King, John T. and Marcet T. King. *Famous Negro Americans*, Steck, 1967,
pages 23-31.

Richardson, Ben. *Great American Negroes*, Crowell, 1956, pages 267-274.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, The
Associated Publishers, Inc., 1966, pages 709-711.

Suggestions for Curriculum

Utilization and Placement

MIDDLE SCHOOL

1. When discussing medical contributions,
show the transparencies of Daniel Hale
Williams, Ernest R. Just, and Tsung Dao Lee from Much from Many series
2. During the study of World War II, show a teacher-made transparency listing
the casualties in wars. Then discuss the fact that many more casualties
might have occurred if Dr. Drew had not discovered the "blood bank."

HIGH SCHOOL

1. When studying World War II, call attention to the valuable contribution
of Dr. Drew's discovery of blood plasma.
2. Have students mention other recent discoveries in medical knowledge which
have saved many lives. Let this reference lead into a discussion of how
important it is for a nation to take advantage of all the talents of all
the citizenry. Point out that frequently young aliens are utilized to attempt
to meet the health needs of this country.



ERNEST E. JUST



MUCH FROM MANY

Contributor ERNEST EVERETT JUST, 1883(?) - 1941

Ethnic Heritage NEGRO-AMERICAN

Contribution Ernest E. Just is an internationally known scientist who has achieved a place of unique distinction in the field of marine biology. Dr. Just was a native of South Carolina, but he received his A. B. degree at Dartmouth College and his Ph. D. at the University of Chicago. He was graduated from Dartmouth *magna cum laude* and was elected to Phi Beta Kappa.

In 1915, Dr. Just received the Spingarn Medal, given by the NAACP to the individual who has done the most during the year to advance the progress of the Negro. He was pleased to receive the medal, but he did not want to waste his time listening to speeches.

Dr. Just wrote two major books and over sixty scientific papers while he was a professor at Howard University. Scientists from all over America and Europe tried to consult with him and study his work. He also studies some in Europe. Dr. Just made great progress in the field of fertilization and cytoplasm of cells.

Suggested Instructional Aids

Transparency of Dr. Ernest E. Just from
Much from Many series

Filmstrip "The Negro Faces the Twentieth Century"

Transparency of Dr. Charles Drew from Much from Many series

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, page 59.

McRae, Norman and Jerry Blocker. *The American Negro*, Impact Enterprises, Inc., 1965, page 35.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, The Associated Publishers, Inc., 1966, page 561.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When the class is studying how American leaders in various fields solve problems, try to call attention to Dr. Drew, and Dr. Daniel Hale Williams as medical specialists who have made fine contributions.

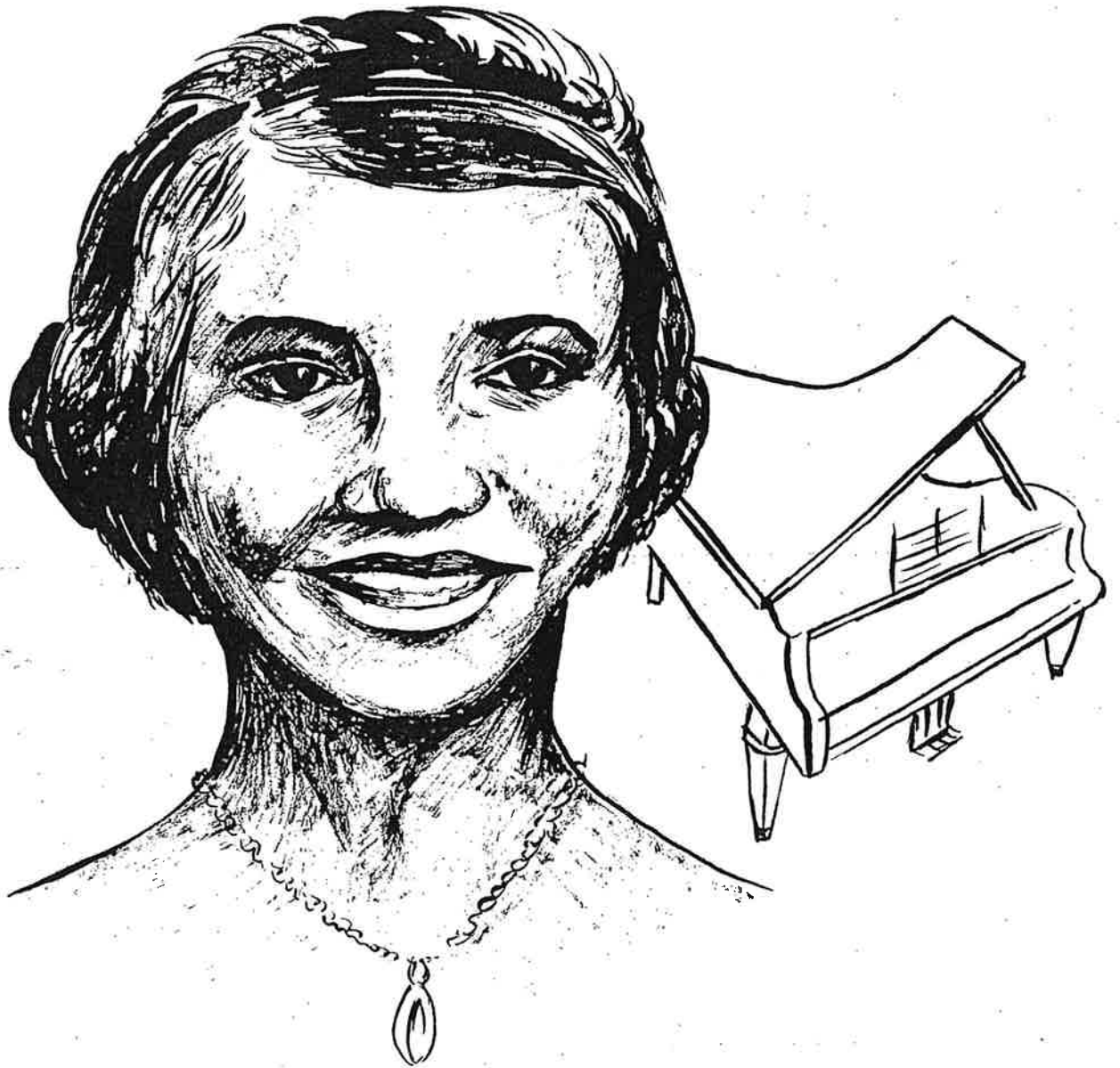
2. Ask students to look for articles about recent developments in science and biology.

HIGH SCHOOL

1. Have a class discussion on the contributions of Negroes and other ethnic groups in the field of medicine, science, and biology.

2. Have a student use references found in the *Reader's Guide* to report to the class on recent developments in marine biology.

3. Encourage a committee to design a bulletin board which shows that "much" has come from the "many" ethnic groups in science, in medicine, and in many other related fields.



MARIAN ANDERSON

MUCH FROM MANY

Contributor MARIAN ANDERSON, 1908-

Ethnic Heritage NEGRO-AMERICAN

Contribution Marian Anderson, the first Negro to sing in the Metropolitan Opera House in New York, began her musical career in the Union Baptist Church of Philadelphia.

When she was a little girl, her church music director recognized that she was unusually talented. Her mother sacrificed to buy their first piano when Marian was eight years old. Her musical training continued, and in 1930, she received a Rosenwald Fellowship for study in Europe.

After studying for four years, she made her debut in the Paris Opera House and the thunderous ovation showed the audience's approval. She also sang in Rome, Berlin, Salzburg, and Stockholm. In each city, her audiences were pleased, because she sang in their language.

On December 30, 1965, in spite of a broken ankle which was in a cast, she made her debut at Carnegie Hall in New York City. Her appearances after that were too numerous to mention.

In 1939, when she was refused permission to sing in Constitution Hall in Washington, D. C., a special platform was erected in front of the Lincoln Memorial. On Easter Sunday she sang to thousands of people who had gathered there. That year, Miss Anderson received the Spingarn Medal awarded by the NAACP. She also received the Bok Award, \$10,000, from the city of Philadelphia as its outstanding citizen. This money was used to set up a scholarship fund to help young musicians.

Miss Anderson married Orpheus H. Fisher, a Negro architect, and they bought a home near Danbury, Connecticut. In 1957 she was sent on a tour of the Far East by the U. S. Department of State as an ambassador of good will.

In 1958 President Dwight D. Eisenhower appointed Miss Anderson to be a delegate to the United Nations.

This great contralto sang "The Star-Spangled Banner" at the inauguration of both President Dwight D. Eisenhower and President John F. Kennedy. Before retiring, she sang her last concert on Easter Sunday, 1965, at Carnegie Hall.

Suggested Instructional Aids

Transparencies of Marian Anderson and
Leontyne Price from Much from Many series

Record of Marian Anderson (if available)

Film, "Marian Anderson" (L283)

Sources of Information

Adams, Russell L. *Great Negroes Past
and Present*, Afro-Am Publishing Co.,
1964, pages 138 and 154.

Anderson, Marian. *My Lord What A Morning*, The Viking Press, 1956
(autobiography).

Richardson, Ben. *Great American Negroes*, Crowell, 1956, pages 15-23.

Rollins, Charlemae. *Famous Negro Entertainers of Stage, Screen and TV*, Dodd,
1967, pages 25-31.

_____. "The Negro in U. S. History," *Senior Scholastic* (January 18, 1968), page 20.

Suggestions for Curriculum

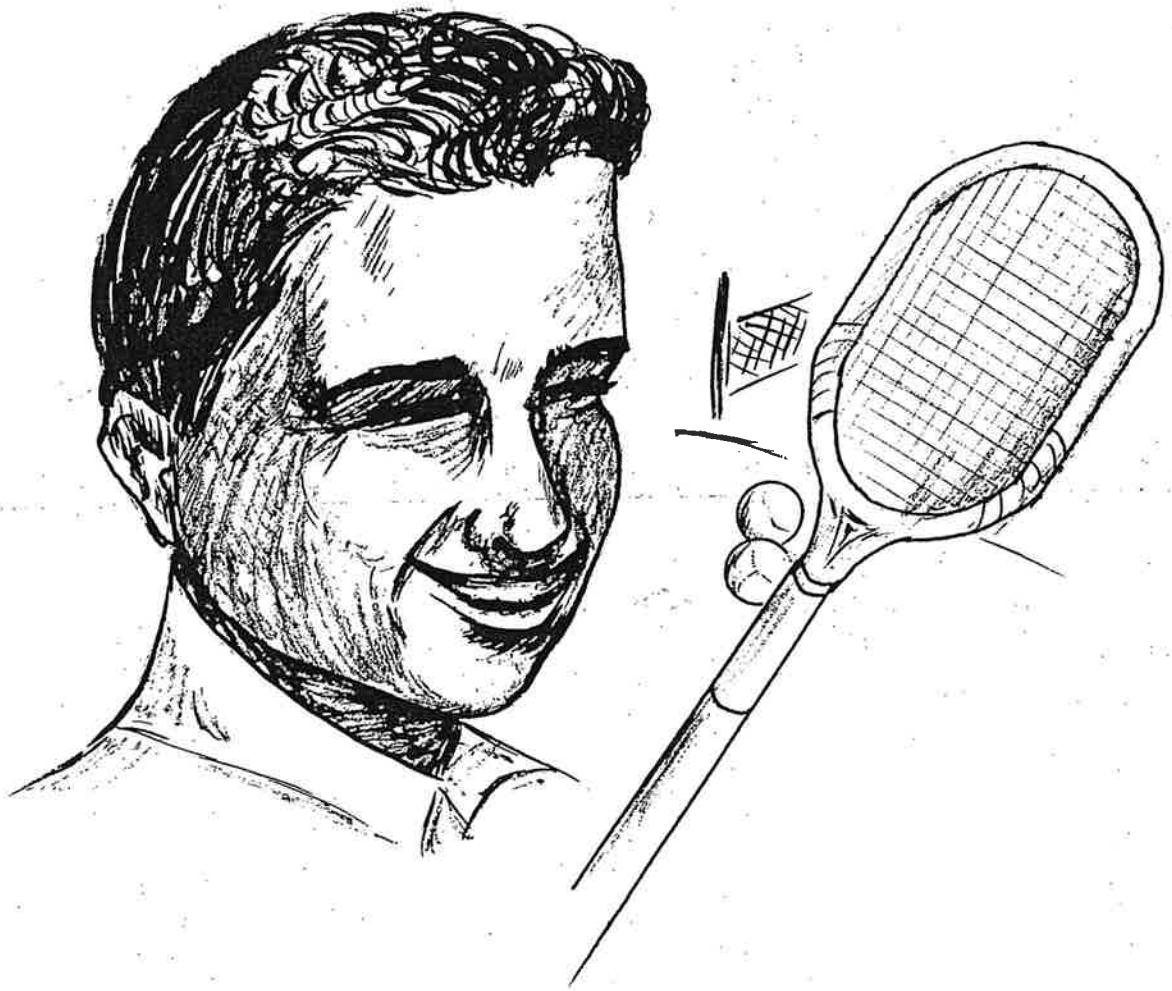
MIDDLE SCHOOL

Utilization and Placement

1. When considering cultural achievements of Americans, point out that Marian Anderson was the first great Negro opera singer. Relate this to Leontyne Price and others in the entertainment world by having the class make a list of Negroes who have achieved success in the cultural world.'
2. Discuss with the students the importance of practice, patience, and perseverance - the ingredients necessary for success in the professional world.

HIGH SCHOOL

1. Have several students who are especially interested in the entertainment world to make a presentation about recent success stories which reflect that society is less concerned with ethnic differences today than in the past. Suggest that pictures, recordings, and other audio-visual aids can be used.
2. Have the class discuss the concept of greatness as it applies to talent in the cultural world. Have them consider that many who do succeed may have done so as the result of perseverance.
3. Have a report from a student who has read Marian Anderson's biography.



RICHARD "PANCHO" GONZALES

MUCH FROM MANY

Contributor RICHARD ALONZO (Pancho) GONZALES, 1928-

Ethnic Heritage MEXICAN-AMERICAN

Contribution Richard Alonzo (Pancho) Gonzales, one of the world's finest tennis players, was born in Los Angeles. He won the United States singles championship in 1948 and 1949.

In 1949, he played on the American Davis Cup team that defeated Australia and was one of the top-ranked professional tennis champions.

Gonzales has written a book, *Tennis*, published in 1962, dedicated "To the youth of America--in an endeavor to help them achieve happiness in a noble way of life through a clean, healthy, wholesome activity."

Suggested Instructional Aids

Transparency of "Pancho" Gonzales from
Much from Many series

Transparency of outstanding athletes from other multi-ethnic groups in Much
from Many series

Film, "Land of Immigrants"

Current articles about "Pancho" Gonzales

Sources of Information

_____. *The World Book Encyclopedia*, Field
Enterprises Educational Corporation, Vol. G,
1963.,V

_____. *Current Biography Yearbook*, 1949, Wilson, 1950, pages 230-32.

Suggestions for Curriculum

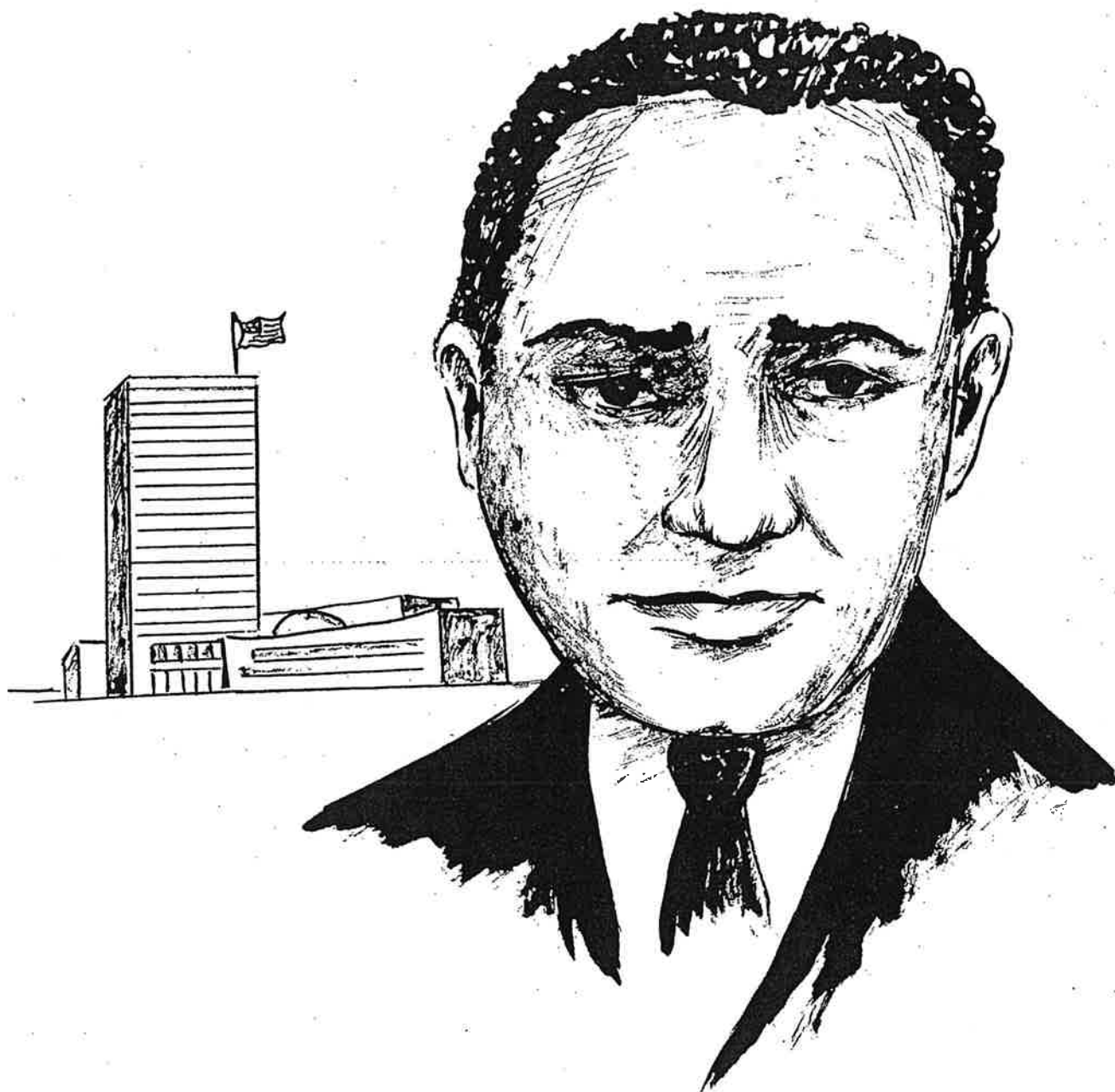
MIDDLE SCHOOL

Utilization and Placement

1. When studying the Spanish colonization of Texas, relate "Pancho" Gonzales as one descended from some of the many Mexican-Americans living in Texas and other states today.
2. Point out other contributions to our culture by the Mexican-Americans.
3. When reference is made to the contributions of immigrants to the United States, ask the class to make a list of contributions in the field of sports.
4. Use a bulletin board display of pictures of great athletes from multi-ethnic groups.

HIGH SCHOOL

1. When the group is studying about athletic events, have a student check the *Reader's Guide* for references to recent articles on "Pancho" Gonzales to share with the class.
2. Have a class discussion on Latin-American contributions to our culture.



RALPH BUNCHE

MUCH FROM MANY

Contributor RALPH JOHNSON BUNCHE, 1904-

Ethnic Heritage NEGRO-AMERICAN

Contribution

Ralph Johnson Bunche, the first Negro to hold a position in the Department of State, was awarded the Nobel Peace Prize in 1950. This award was made for his work as United Nations mediator in the Palestine dispute between the Arabs and Jews. Today Bunche is U.N. Undersecretary for Special Political Affairs.

His parents died when he was young; he then lived with his grandmother and several aunts in California. He graduated as valedictorian of his class at Jefferson High School in Los Angeles. He worked as a campus janitor to supplement his athletic scholarship at the University of California and received his degree with honors. In 1934, he received the Tappan prize at Harvard University for the best doctoral dissertation in social science. Since then, he has continued his studies and received many honorary degrees.

In 1945, Bunche, as Acting Chief of the Division of Dependent Territories of the Department of State, went as part of the official delegation of the United States to the United Nations at San Francisco. Later, he was appointed Director of the Trusteeship Council and eventually served as the Deputy Secretary General of the United Nations. In March, 1965, speaking from the steps of the capitol in Montgomery, Alabama, he addressed the "civil rights marchers" who had marched from Selma, Alabama. Bunche's life has been characterized by extraordinary ability and hard work.

Suggested Instructional Aids

Transparency of Ralph J. Bunche from Much from Many series

Teacher-made transparency of the structure of the United Nations

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 105 and 175.

Franklin, John Hope. *From Slavery to Freedom, A History of Negro Americans*, Knopf, 1967, pages 533, 602, 604, 606, and 638.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Assign a student to report on the book by J. Alvin Kugelmass, *Ralph J. Bunche, Fighter for Peace*, Messner, 1968.
2. Select a student to report on the Nobel Peace Prize.
3. Relate the awarding of the Nobel Peace Prize to Dr. Bunche for settling the Palestine trouble in 1950 to world situations today.

HIGH SCHOOL

1. While discussing the organization of the United Nations in 1945, mention that Dr. Bunche and Mary McLeod Bethune were both delegates.
2. Assign a student to report on the Nobel Peace Prize. Point out that Martin Luther King, Jr., was also a recipient of the Nobel Peace Prize.
3. Have students locate significant quotations by Dr. Bunche and Dr. King for analysis and discussion.



SABURO KIDO



MUCH FROM MANY

Contributor SABURO KIDO

Ethnic Heritage JAPANESE-AMERICAN

Contribution Saburo Kido was one of the Japanese-Americans who found it difficult to reside in the United States during World War II. At the outbreak of the war, he was the president of the only national organization of Japanese-Americans, the Japanese-American Citizens League. He was a newspaper publisher and a leader among Japanese-Americans. His newspaper, *The New Japanese American News* in Los Angeles gave recognition to the Nisei (Japanese-Americans).

Suggested Instructional Aids

Transparency of Saburo Kido from Much from Many series

Transparency showing statistics on multi-ethnic groups in the United States today

Sources of Information

Ritter, Ed and Stanley Spector. *Our Oriental Americans*, McGraw, 1965, pages 55-57 (picture included).

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. While studying World War II, mention Saburo Kido and the problems which Japanese-Americans had in the U. S. at that time.

2. During the study of the Declaration of Independence, ask the class to discuss the phrase, "enemies in war, in peace friends," as it applied to the position of the Japanese in World War II.

HIGH SCHOOL

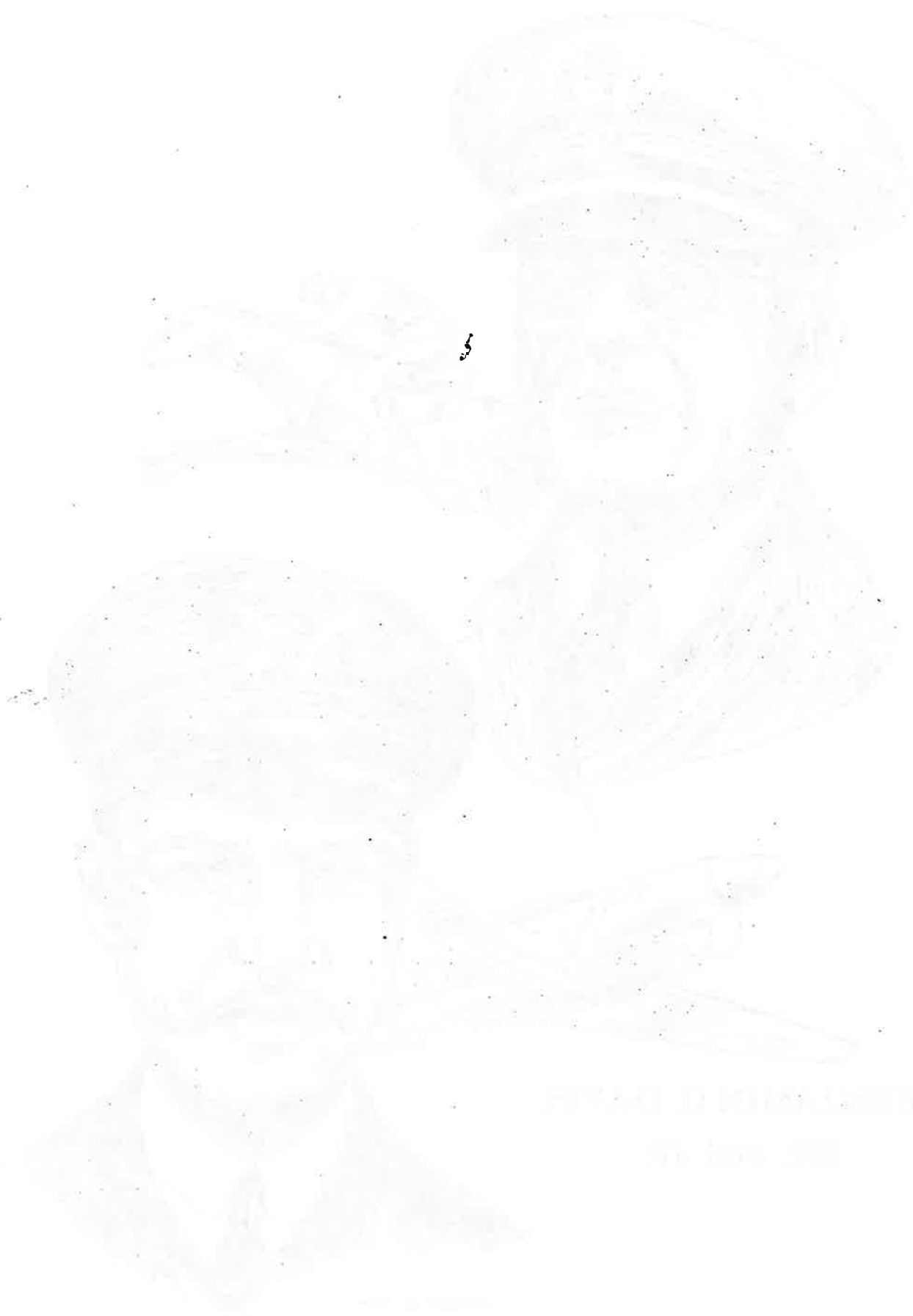
1. Assign reports on the problems of the Japanese-Americans during World War II.

2. Show the relationships of prejudices which can exist among any minority group. Relate this to the treatment of the German-Americans in World War I.

3. Ask students to look for information in the newspapers and on television about prominent Oriental-Americans.



BENJAMIN O. DAVIS,
SR. and JR.



MUCH FROM MANY

Contributor

BENJAMIN OLIVER DAVIS, SR., 1877-
BENJAMIN OLIVER DAVIS, JR., 1912-

Ethnic Heritage

NEGRO-AMERICAN

Contribution

General Benjamin O. Davis, Sr., holds the distinction of being not only the first Negro general in the U. S. Army but also the father of a Negro general. His son, Benjamin O. Davis, Jr., is a major general in the United States Air Force.

The army career of General Davis, Sr., began in 1898. By 1940 he had come up through the ranks, and President Franklin D. Roosevelt pinned the general's star on him. He retired in 1948 with many military decorations.

In 1944, one of General Davis's proudest moments was the pinning of the Distinguished Flying Cross on his son, Colonel B. O. Davis, Jr., and he remarked, "Well done."

Colonel B. O. Davis, Jr., commanded the 332nd Fighter Group in the Mediterranean theater and his squadron won generous praise from high officials everywhere. Colonel Davis was the first Negro to graduate from West Point in forty-seven years. His sixty missions in World War II earned for him the Silver Star, Legion of Merit, Distinguished Flying Cross, and the Air Medal with four oak leaf clusters. In 1965, he was made Commander of U. S. forces in Korea.

Suggested Instructional Aids

Filmstrip, "The Negro Fights for the 'Four Freedoms'"

Transparency of General B. O. Davis, Sr., and General B. O. Davis, Jr., from Much from Many series

Pictures of American Soldiers series (U. S. Government Printing Office)

Current pictures of military men today

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 100-101.

Bontemps, Arna. *Story of the Negro*, Knopf, 1964, page 209.

Davis, John P. (ed.) *The American Negro Reference Book*, Prentice, 1966, pages 656 and 628.

_____. *Current Biography Yearbook*, 1955, Wilson, 1956, pages 150-52.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. In the study of the Spanish-American War, call attention to the fact that the Negro general in U. S. history began his military career in 1898.
2. Ask students to bring pictures and clippings to class of men in service today. Have students notice that references to those killed in action indicate various ethnic groups.

HIGH SCHOOL

1. At appropriate times during the study of America's various wars, assign students to check current publications for articles on Negro men in uniform. Supplement the activity by using Transparency AF-41-16.
2. Relate this assignment to persons from other minority groups who have been military heroes; for example, the Indian helped raise the flag on Iwo Jima in World War II.
3. Have a panel presentation discussing Negroes from all wars who have distinguished themselves in military service. (Check *Reader's Guide*.)
4. Have a student give an oral report on Dorie Miller when Pearl Harbor is studied.

"I HAVE A DREAM"



DR. MARTIN LUTHER KING, JR.

MUCH FROM MANY

Contributor MARTIN LUTHER KING, JR., 1929-1968

Ethnic Heritage NEGRO-AMERICAN

Contribution Martin Luther King, Jr., was possibly America's best known Negro when he died. His assassination in Memphis, Tennessee, on April 4, 1968, was news of international importance. King was born in Atlanta, Georgia, on January 15, 1929. He was the son of a Baptist minister.

King received his Bachelor of Arts degree from Morehouse College in 1948 and his Doctor of Philosophy degree from Boston University in 1955. He did further study at Crozer Theological Seminary, University of Pennsylvania, and Harvard University, among others.

In 1953, Dr. King married Coretta Scott, and they had four children. He was pastor of Dexter Avenue Baptist Church in Montgomery, Alabama.

On December 20, 1956, a Supreme Court decision ended segregation on city buses in Montgomery, Alabama. This was due to a successful boycott led by Dr. King.

Dr. King became the president of the Southern Christian Leadership Conference. He practiced a deep faith in the power of love and nonviolence in social relations. About this, he said, "The objective is not to coerce but to correct; not to break wills or bodies but to move hearts." (Hughes, page 317)

In 1964, he became the youngest Negro to whom the Nobel Prize had ever been awarded. This reward came because of his leadership in the civil rights movement. He gave the \$50,000 award to help finance the movement.

Strength to Love, *Stride Toward Freedom*, and *Why We Can't Wait* are some of the books which he wrote. His biography is entitled *What Manner of Man*.

The assassin's bullet which killed Dr. King brought an end to the life of a great leader, but it did not end his dream of peace and good will based upon the principle of equality.

Suggested Instructional Aids

Transparency of Martin Luther King, Jr.
from Much from Many series

Filmstrip on "The Negro in the Twentieth Century"

Recent magazine articles and pictures

Sources of Information

Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964, pages 88 and 106-107.

Editors of *Ebony*, *The Negro Handbook*, Johnson Publishing Co., 1966. (See Index for references.)

Hughes, Langston and Milton Meltzer. *A Pictorial History of the Negro in America*, Crown Publishers, Inc., 1963, pages 307, 309, 315, 317, 319, 331, and 338.

_____. *Negro History Bulletin*, Vol. XXXI (May, 1968). (Entire publication)

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When studying the Preamble, have a class discussion on "insure domestic tranquility" and relate this to the need throughout history to maintain law and order in a democratic society.
2. Encourage the students to bring pictures and articles about the death of Martin Luther King for use in class discussion.

HIGH SCHOOL

1. When studying the contemporary period, assign groups to do research on the civil rights movement. Help them see that this is not a new concern limited to the twentieth century.
2. Have a class discussion built upon student ideas about the effects of assassinations upon the direction of movements, indeed upon history itself. Include references to the assassinated presidents, Dr. King, Senator Robert Kennedy, and others more remote in history.
3. Show the filmstrip "The Negro Fights for 'Four Freedoms.'" Follow it with a class discussion growing from student reactions to the content.



CARL T. ROWAN



PLANTIN 1867

MUCH FROM MANY

Contributor CARL THOMAS ROWAN, 1925-

Ethnic Heritage NEGRO-AMERICAN

Contribution In recent years, Negroes have been appointed to many important positions by the chief executive of the federal government. President Kennedy appointed Dr. Carl T. Rowan, an outstanding Negro journalist, as ambassador to Finland in 1963. He was widely accepted by the Finnish people.

In 1964, President Johnson recalled him from Finland to become director of the United States Information Agency. The U.S.I.A. made it possible for radio broadcasts in thirty-seven languages to reach an audience of tens of millions.

As a young man, he received numerous awards at home and abroad for his newspaper reporting with the *Minneapolis Tribune*. He has written numerous books and is a very popular lecturer. He was the first Negro to sit on the National Security Council.

In 1965, he resigned his government position to return to his first love, newspaper reporting and writing for the *Chicago Daily News*.

Suggested Instructional Aids

Transparency of Carl T. Rowan from the
Much from Many series

Sources of Information

Bontemps, Arna. *Negro American Heritage*, The
Century Schoolbook Press, 1967, pages 104-105.

Davis, John P. (ed.) *The American Negro Reference Book*, Prentice, 1966,
pages 84 and 426.

Editors of *Ebony*, *The Negro Handbook*, Johnson Publishing Company, Inc.,
1966, pages 275-76 and 413.

Franklin, John Hope. *From Slavery to Freedom: A History of Negro Americans*,
3rd ed., Knopf, 1967, page 627.

_____. *Current Biography Yearbook*, 1958, Wilson, 1960, pages 370-72.

Suggestions for Curriculum

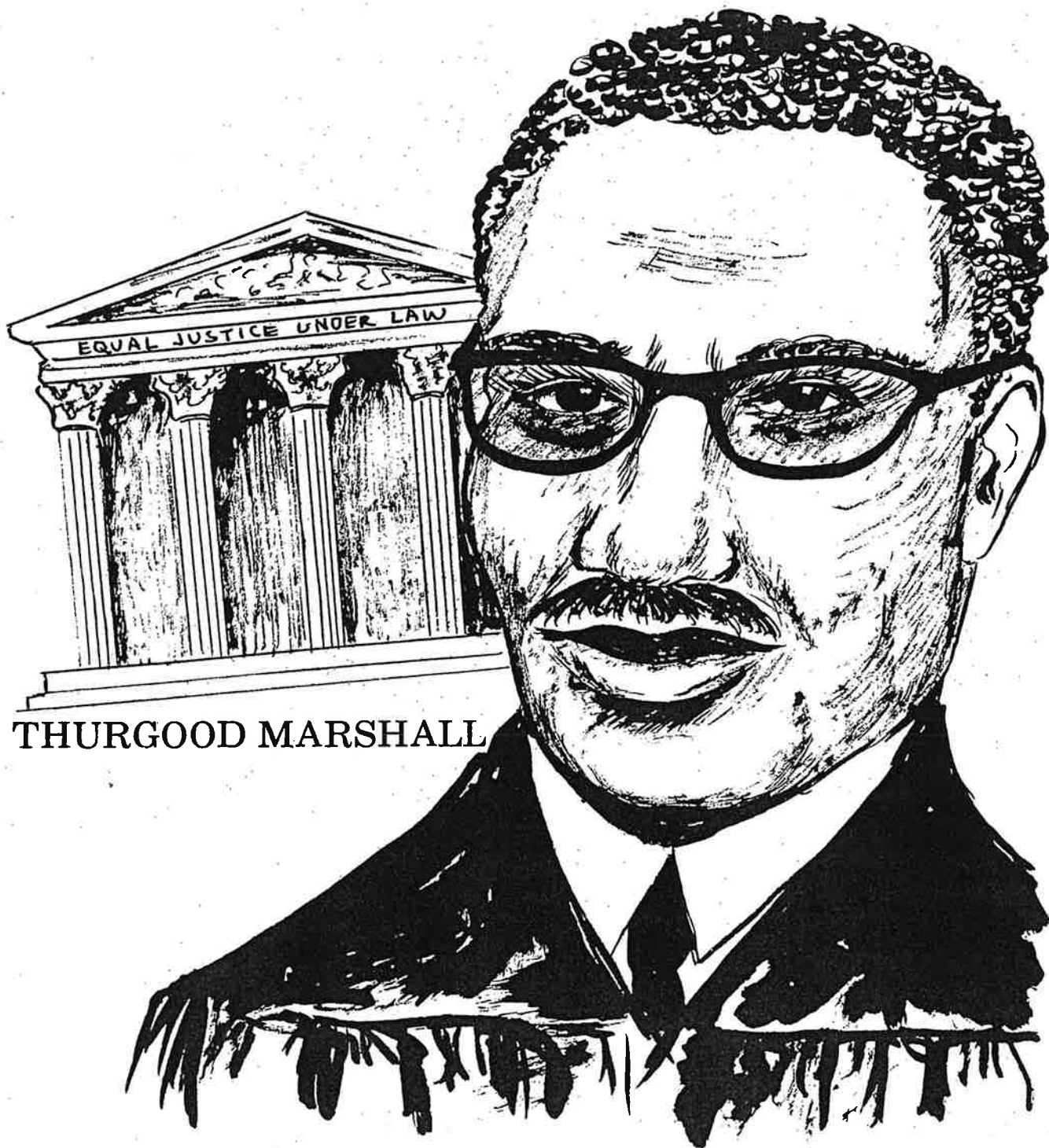
MIDDLE SCHOOL

Utilization and Placement

1. While studying President Kennedy's
and President Johnson's administrations,
mention Carl T. Rowan's accomplishments.
2. Relate Carl T. Rowan to other Negroes who are in important positions in
government today.
3. Encourage students to read newspapers to keep up with new appointments to
government positions.
4. Check *Life* magazine for pictures by Gordon Parks, a Negro photographer
for *Life* who is also achieving in news reporting.

HIGH SCHOOL

1. When discussing contemporary government functions, assign a report on the
United States Information Agency and National Security Council. Mention Carl
Rowan's service in each area.
2. Ask students to read newspapers regularly to keep up with new appointments
to government positions. When it is evident, show that ethnic balance is in-
cluded.
3. Relate Carl T. Rowan's achievements to that of Robert C. Weaver and Thurgood
Marshall.
4. Assign a report on the annual awards from Sigma Delta Chi journalism
fraternity.



MUCH FROM MANY

Contributor THURGOOD MARSHALL, 1908-

Ethnic Heritage NEGRO-AMERICAN

Contribution The first Negro Solicitor General of the United States was Thurgood Marshall, one of the outstanding lawyers in the United States. Marshall was appointed to the NAACP's legal staff in 1936. He became the Chief Counsel for its Legal Defense and Educational Fund. As the NAACP's legal defense, he won thirty-two of thirty-five cases taken by him before the U. S. Supreme Court. For this, he has been called "Mr. Civil Rights."

In 1967, President Lyndon B. Johnson appointed Marshall as an associate justice of the Supreme Court. Thus, he became the first Negro to sit on the Supreme Court. He presents careful, precise, and objective arguments.

In his youth, Marshall waited tables and hopped bells at Lincoln University. He graduated from Howard University Law School with honors. Then he returned to his home town of Baltimore, Maryland, to practice law. In 1961, President John F. Kennedy appointed him to the U. S. Circuit Courts of Appeal.

Suggested Instructional Aids

A picture of all members of the Supreme Court

Films: The Supreme Court (S-425) and John Marshall (L-187)

Transparency of Thurgood Marshall from Much from Many series

Transparency AF-4-9 from Afro-American series

Filmstrips "The Negro Fights for the 'Four Freedoms'" and "The Threshold of Equality"

Sources of Information

Davis, John P.(ed.) *The American Negro Reference Book*, Prentice, 1966, pages 585, 84, and 426.

Franklin, John Hope. *From Slavery to Freedom: A History of Negro Americans*, Knopf, 1967, pages 614, 627, and 641.

Young, Margaret B. *The First Book of American Negroes*, Watts, 1966, page 47.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. During a study of the Judicial Department, make and show a transparency of the Supreme Court building and one of the current Supreme Court justices.
2. Call attention to the fact that Thurgood Marshall is the first Negro to serve on the Supreme Court by using the appropriate frames from filmstrips from McGraw, Nos. 405367 and 405368.
3. Point out that Thurgood Marshall has a Doctor of Law degree which he obtained through hard work and study.

HIGH SCHOOL

1. When studying the Judicial Department, assign students reports on each of the nine members of the Supreme Court.
2. While discussing the powers of the Supreme Court and its role in America's history, have the class research the composition of the court throughout its history. Point out the ethnic heritage of Justice Brandeis and Justice Marshall in particular.
3. Have a student research Justice Marshall's role in the *Brown vs. Board of Education* decision. Use Transparency AF-41-9, "Civil Rights" and the Supreme Court."



DAISY BATES

MUCH FROM MANY

Contributor DAISY BATES, 1919(?) -

Ethnic Heritage NEGRO-AMERICAN

Contribution Daisy Bates was president of the NAACP in Arkansas in 1957 when Central High School in Little Rock, Arkansas, received a federal court order to integrate the school. She assisted the nine Negro students who were refused admittance to the school because of public animosity.

President Dwight D. Eisenhower ordered the 101st Airborne Division of the U. S. Army and the state militia, which had been federalized, to Central High School to insure the safety of these Negro students. Mrs. Bates endured personal harassment and ridicule but the "Little Rock Nine," as they were called, did attend Central High School. For this achievement, the NAACP awarded the Spingarn Medal to Mrs. Daisy Bates and the "Little Rock Nine."

In 1962, Mrs. Bates' book, *The Long Shadow of Little Rock*, was published.

Suggested Instructional Aids

Transparency of Daisy Bates from Much from Many series

Filmstrip, "The Negro Fights for the 'Four Freedoms'"

Sources of Information

Ames, William C. *The Negro Struggle for Equality in the Twentieth Century*, Heath, 1965.

Davis, John P. *The American Negro Reference Book*, Prentice, 1966, page 545.

Hughes, Langston and Milton Meltzer. *A Pictorial History of the Negro in America*, Crown Publishers, Inc., 1963, pages 310-311.

Ward, Baldwin H. *Year's Pictorial History of the American Negro*, Year, 1965, pages 80-81.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, The A Associated Publishers, Inc., 1966, page 689.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

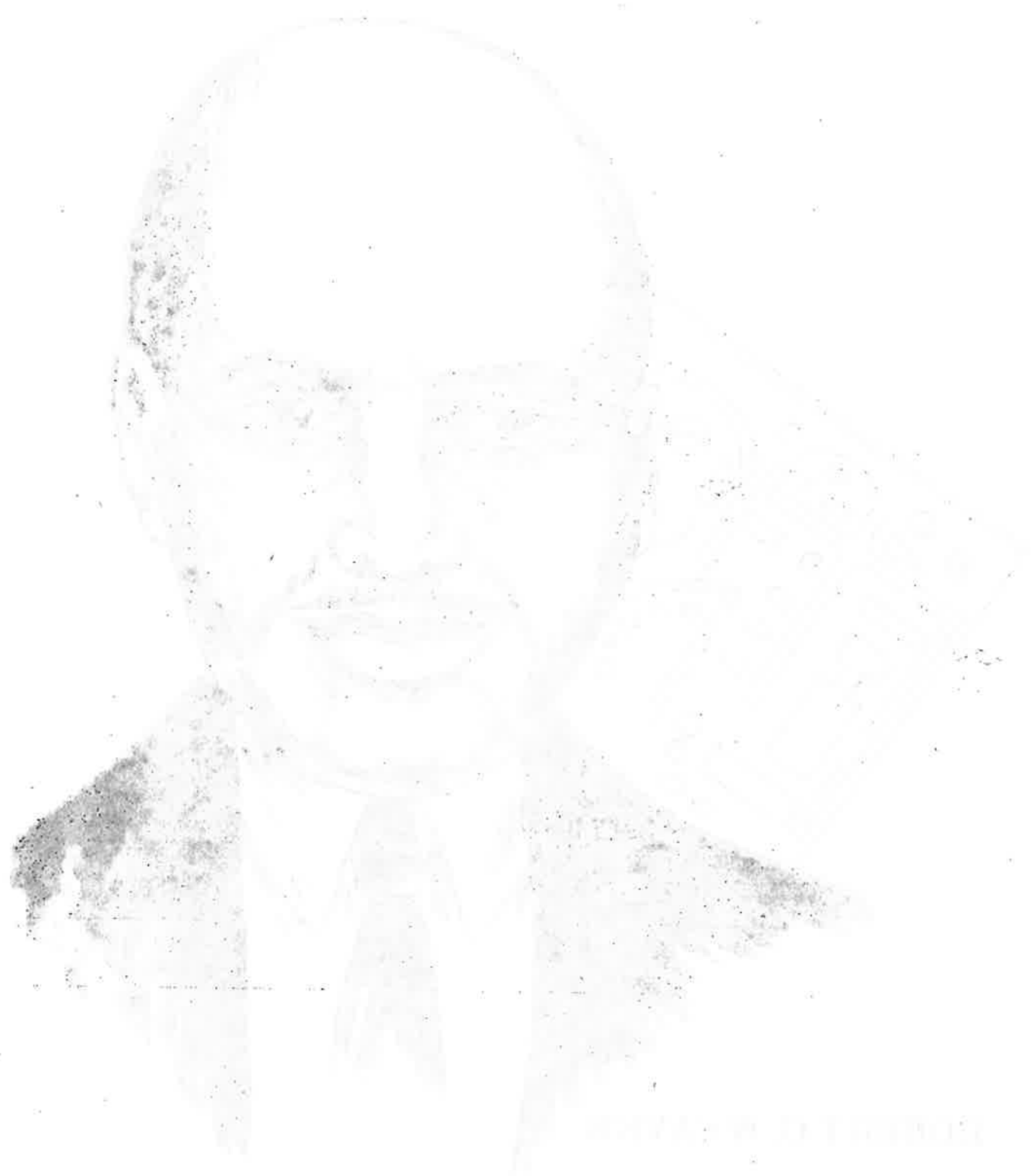
1. When studying the unit on the founding of a new government, relate the "Little Rock School Incident" to the "Whisky Rebellion." Emphasize that Presidential action in both instances involved the concept that law and order had to be preserved.
2. While studying the Judicial Branch, explain the Supreme Court decision of 1954 which reversed the *Plessy vs. Ferguson* decision of 1896.

HIGH SCHOOL

1. Use a transparency of Mrs. Bates when discussing the Little Rock incident as a part of the civil rights developments in 1957.
2. Have a panel prepare a presentation of Supreme Court rulings which have been concerned with practices of segregation and integration in public schools. Refer them to the book, *The Negro Struggle for Equality in the Twentieth Century*, for content.
3. Have a student report on the founding of the NAACP. Discuss the role that it has played in the civil rights movement.



ROBERT C. WEAVER



MUCH FROM MANY

Contributor ROBERT CLIFTON WEAVER, 1907-

Ethnic Heritage NEGRO-AMERICAN

Contribution The first Negro to be a member of a President's cabinet was Dr. Robert C. Weaver. This Harvard-trained man on January 14, 1966, was appointed by President Lyndon B. Johnson as Secretary of the Department of Housing and Urban Development, a new cabinet position.

Weaver had previously been the first Negro to be the racial adviser in the Department of Interior, 1933-37. President Kennedy appointed him Administrator of the Housing and Home Finance Agency in 1961. He received his Doctor of Philosophy degree in Economics from Harvard University in 1934. He was born in Washington, D. C.

Dr. Weaver has written three books--*Negro Labor, a National Problem*, 1946; *The Negro Ghetto*, 1948; and *The Urban Complex*, 1964.

Suggested Instructional Aids

Transparency of Dr. Robert C. Weaver from
Much from Many series

List of current cabinet members

Sources of Information

Franklin, John Hope. *From Slavery to Freedom, A History of Negro Americans*, Knopf, 1967, pages 532 and 627.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, The Associated Publishers Inc., 1966, page 666. (good picture on page 668)

Young, Margaret B. *The First Book of American Negroes*, Franklin Watts, Inc. 1966, pages 34-35. (good picture on page 34)

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. During the study of the Constitution and the study of the President's cabinet, point out the new cabinet positions and the fact that Dr. Robert C. Weaver was the first Negro to be appointed to a cabinet position.
2. Ask the question, "What are the ethnic origins of cabinet members today?"
3. Compare cabinet appointments of the different administrations in regard to multi-ethnic heritage.

HIGH SCHOOL

1. Call attention to Dr. Robert C. Weaver as the first Negro in a cabinet position. Show that this was a new position in the cabinet.
2. Have students make a list of cabinet members today. Ask, "Do you know the ethnic background of any of them?" Emphasize, however, that all of them are Americans.
3. Assign a report from *Reader's Guide* sources on recent activities of Dr. Robert C. Weaver.



HENRY B. GONZALEZ

MUCH FROM MANY

Contributor HENRY BARBOSA GONZALEZ, 1916-

Ethnic Heritage MEXICAN-AMERICAN

Contribution Henry B. Gonzalez, a Texas member of the United States House of Representatives, was the first Texan of Mexican descent to represent Texas in the U. S. Congress.

In 1961, the congressman from the 20th congressional district, centering around San Antonio, resigned to accept an appointment as a federal judge. Henry B. Gonzalez, a Democrat, campaigned against John Goode, a Republican. At that time, Vice-President Lyndon B. Johnson came to Texas and campaigned for Gonzalez, stressing the fact that Gonzalez was of Mexican-American origin. Gonzalez won the election. Since then he has been re-elected and continues to play an important role in national legislation.

Suggested Instructional Aids

Transparency of Henry B. Gonzalez, Much from Many series

Map of Texas's Congressional Districts

Transparencies 190T, 191T, 316T, 335T, and 336T in the Texas series.

Sources of Information

Carroll, H. Bailey. *The Story of Texas*, Noble, 1963, page 350.

_____. *Current Biography Yearbook*, 1964. Wilson, 1965, pages 157-59.

_____. *Official Congressional Directory*, 87th Congress. United States Government Printing Office.

Suggestions for Curriculum

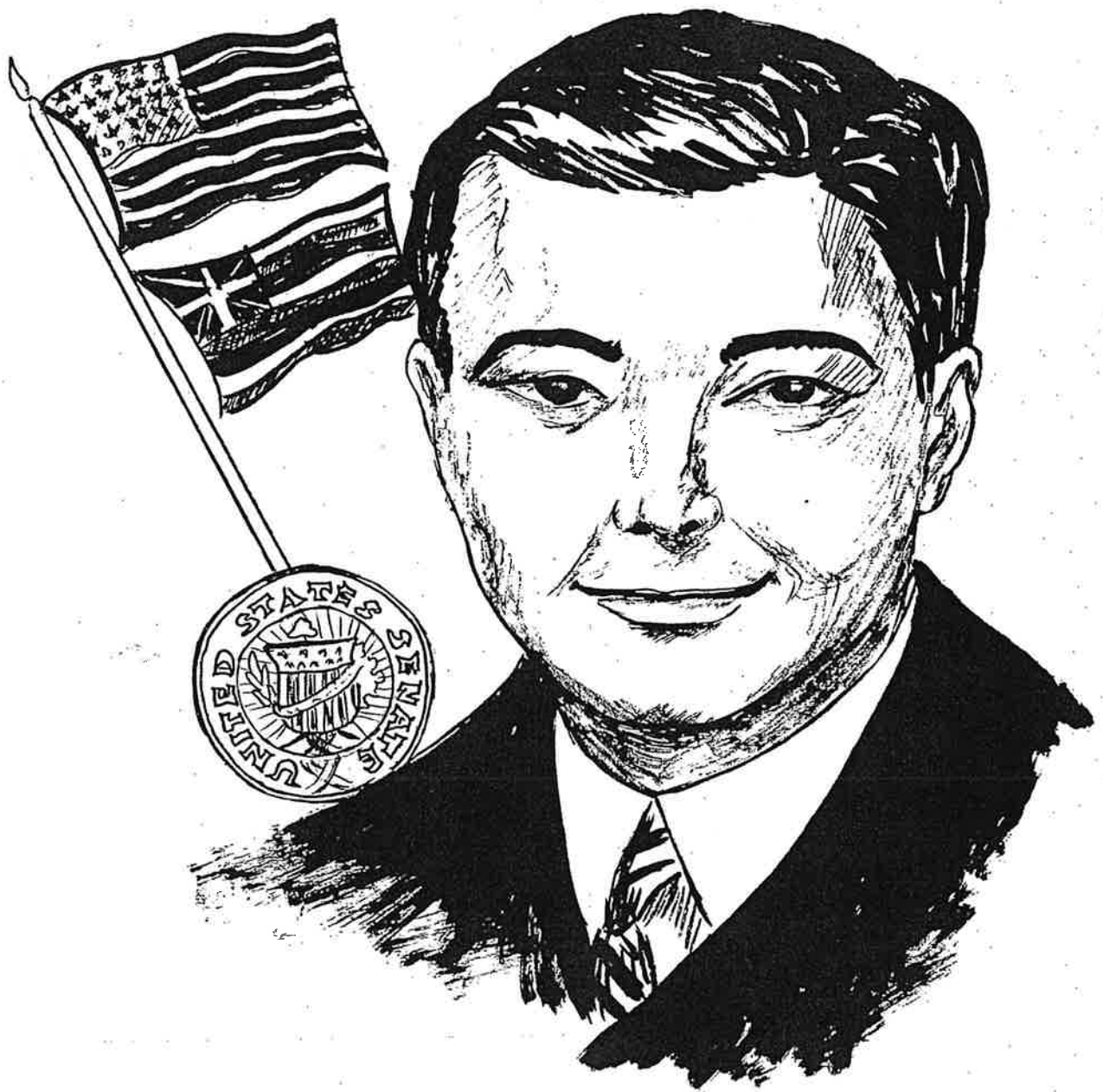
MIDDLE SCHOOL

Utilization and Placement

1. When discussing the importance of Spanish Culture in Texas, relate this to the varied contributions of Mexican-Americans and Latin-Americans in Texas today.
2. During the time of a state election, call attention to the identity of the first Texans of Mexican descent to be elected to the U. S. Congress.
3. Relate the past and present in Texas history by comparing Lorenzo de Zavala and Henry B. Gonzalez.
4. Show the Much from Many transparencies of de Zavala and Gonzalez.

HIGH SCHOOL

1. While the class is studying the Legislative Branch of government, make reference to the fact that ethnic group representation has often been very slight. Ask the group to consider why this has been true.
2. Ask students to watch for recent articles about Henry B. Gonzalez. Call attention to the fact that he was first elected to the Texas senate in 1956 and reelected in 1960.
3. Show a map of Texas's congressional districts. The Texas Transparency 316T can be helpful.
4. Have the class watch for place names (counties, cities, etc.) and surnames throughout the Southwest which imply a Latin-American heritage.



DANIEL K. INOUE

MUCH FROM MANY

Contributor

DANIEL K. INOUE

Ethnic Heritage

JAPANESE-AMERICAN

Contribution

The first Nisei (the offspring of a first-generation Japanese immigrant) to attain high political office in the United States was Daniel K. Inouye. This distinguished lawyer of Hawaii, only thirty-eight years of age in 1962, was elected to the United States Senate. He had previously been a Congressman and had held many political offices in his native Hawaii.

Inouye volunteered for military service in World War II. After four years in service, he was promoted to Captain. He received the Distinguished Service Cross and the Purple Heart with two oak leaf clusters.

In 1959, the United States Chamber of Commerce voted Inouye one of the ten outstanding men of the year. While on a tour of Asia, Inouye focused attention on America's diverse but unified people of many national backgrounds.

In 1968, he served as a keynote speaker at the National Convention of the Democratic Party. During his speech he referred to his ethnic heritage with pride because it reflected an achievement as an American.

His wife, Margaret (Shinobu) Inouye, is a professor at the University of Hawaii.

Suggested Instructional Aids

A transparency from the Much from Many series which presents him as a United States Senator

A map or maps showing the United States, including Hawaii, and revealing the elimination of distance barriers once separating the mainland and the islands.

Sources of Information

Ritter, Ed and Stanley Spector. *Our Oriental Americans*, McGraw, 1965, pages 78-80.

_____. *Congressional Directory*, 86th Congress, Second Session, January, 1960, pages 35-36.

_____. *Current Biography Yearbook*, Wilson, 1960, pages 200-202.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. When reference is made to the 50th state, use the transparency that shows the Senator from Hawaii.
2. Ask the students to watch for newspaper articles and current pictures of him and his family or other citizens from Hawaii.

HIGH SCHOOL

1. Use Inouye as an example of a citizen of Japanese-American heritage who has, through continuous effort, been able to become a significant leader in politics at state and national level.
2. Introduce Inouye's contribution as an opportunity for class inquiry about causes and effects within immigration laws of the past and the present. Ask the class to examine the status given to the Oriental citizen during the early history of the West Coast. Have students research the treatment of the Nisei during World War II.
3. Assign reports on Hiram Fong, Leong Fong, Spark Masayuki Matsunaga, and Patsy Takemoto Mink.



LEONTYNE PRICE

MUCH FROM MANY

Contributor LEONTYNE PRICE, 1927-

Ethnic Heritage NEGRO-AMERICAN

Contribution Leontyne Price, "the girl with the golden voice," achieved her highest ambition when she sang in the new opera, *Antony and Cleopatra*, at the open house of the new Metropolitan Opera House in New York's Lincoln Center.

Miss Price was born in 1927 in Laurel, Mississippi. At the age of 4-1/2 years she began her piano lessons. Fortunately, her parents recognized that she had musical talent, so they made the necessary sacrifices for her to take piano lessons. When there was no money to pay for her lessons, her mother did the teacher's washing and ironing. She practiced on a toy piano until the family "victrola," a prized possession, was traded for a used piano.

Miss Price received her degree from Central State College in Wilberforce, Ohio, where she trained to be a teacher. Recognizing that she had unusual musical talent, someone awarded her a scholarship in music. Mr. and Mrs. Alexander Chisholm helped her finance her musical career. Miss Price received her training at the Juilliard School of Music in New York.

Her first appearance in a Metropolitan Opera performance was the leading role of Bess in *Porgy and Bess*. Her co-star was William Warfield, a famous baritone, whom she eventually married.

When she appeared in *Tosca* on national television, she was the first Negro to appear in an opera on television. She also sang the leading role in *Aida* in Vienna, Austria, in 1959. After her appearance in the role of Leonora in Verdi's *Il Trovatore*, she received an ovation for forty-two minutes, the longest ovation in the history of the Metropolitan Opera.

She has sung leading operatic roles in Paris, Vienna, London, Berlin, and Moscow. In 1964 she was one of thirty Americans to be awarded the Freedom Medal, the highest American civil honor. In 1965 she was awarded the Italian Award of Merit for her contribution to Italian music.

Suggested Instructional Aids

Transparency of Leontyne Price from
Much from Many series

Current articles or pictures about her, if available.

Picture of the new Metropolitan Opera House

Sources of Information

Editors of *Ebony*, *The Negro Handbook*,
Johnson Publishing Co. Inc., 1966,
pages 362, 364-65, 370-71, and 411.

King, John T. and Marcet King. *Famous Negro Americans*, Steck, 1967,
pages 70-75.

Rollins, Charlemae. *Famous Negro Entertainers of Stage, Screen, and TV*,
Dodd, 1967, pages 87-93.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. Have the students list other Negro musicians and entertainers who have also achieved fame, such as Marian Anderson, Mattawilda Dobbs, Gloria Davy, Junetta Jones, and Ira Aldridge.
2. Remind students of the cultural activities which are available to them in Fort Worth.
3. Relate this account of Leontyne Price to many other outstanding persons throughout American history who have achieved greatness through determination, courage, and hard work. Include references to many musicians in the popular field, such as Louis Armstrong, Nat "King" Cole, Duke Ellington, and Lena Horne.

HIGH SCHOOL

1. When the group is studying about contemporary social history, have the class make a spontaneous listing of famous musicians and entertainers. Examine the list to see how many persons represent ethnic minorities.
2. Lead a discussion of "what it takes to become a success."
3. Have a committee prepare a bulletin board of current clippings and articles on outstanding entertainers, including Leontyne Price.
4. Encourage students who have attended the opera or symphony to share their experiences with the class.



JACKIE ROBINSON, ALTHEA GIBSON,
AND OTHERS

MUCH FROM MANY

Contributor JACKIE (JACK ROOSEVELT) ROBINSON, 1919-
ALTHEA GIBSON, 1927-, and others

Ethnic Heritage NEGRO-AMERICAN

Contribution When Jackie Robinson smashed the "color line," which had barred Negroes from participation in major league sports, in 1947, it opened up a whole new world of achievement for all Negroes. The Brooklyn Dodgers signed Robinson to a baseball contract to play second base.

Robinson had been an outstanding athlete in high school, junior college, and the University of California at Los Angeles where he excelled in football, track, and baseball.

He received the "Rookie of the Year" award in 1947, and in his third season he was awarded the "Most Valuable Player" award. His greatest honor came when he was voted into baseball's Hall of Fame.

During his career with the Brooklyn Dodgers, 1947-1956, he set fielding and batting records and gained a reputation for base stealing.

Another outstanding baseball player was Willie Mays. Mays, who plays for the San Francisco Giants, has been called the greatest all-round player in baseball's history. At one time he was the greatest drawing card and the highest paid player in the history of the sport.

Baseball was just the beginning of the Negroes' participation in major league sports, however. In 1949, Althea Gibson, the first Negro to participate in major tennis tournaments, began her amazing climb to championship. Her greatest hour came in 1957 and 1958 when she won both the American Forest Hills and British championship at Wimbledon (symbol of world supremacy). When she was awarded "Female Athlete of the Year" award as tennis champion, Althea Gibson was the first Negro to be so honored. One of her greatest treasures, she has said, is a letter which she received from President Dwight D. Eisenhower congratulating her on the Wimbledon championship. Arthur Ashe is also prominent in the field of tennis.

In the 1950's Negroes began starring in basketball also. In 1947, Don Barksdale, a center at the University of California at Los Angeles, was the first Negro to be chosen for an all-American basketball team. Today, Negroes often dominate the ranks of the outstanding in basketball. At one time Bill Russell and Wilt Chamberlain received the highest salaries ever given basketball players.

There have been many outstanding Negroes in professional football. Jim Brown, an all-American fullback from Syracuse University, led the National Football League in yards gained rushing in eight out of his first nine seasons with the Cleveland Browns.

Boxing is yet another field of sports in which Negroes have been prominent. Joe Louis (Barrows), who became the world heavy-weight boxing champion in 1937, defended his title twenty-five times and retired as world champion in 1949. Floyd Patterson was heavy-weight champion from 1956-1959. "Sugar Ray" Robinson won eighty-five straight amateur fights, gaining the welter-weight championship. He won the middle-weight championship five times.

There have been many Negro Olympic stars. In 1936, in Berlin, Jessie Owens, an American track star, won the 100 and 200 meter dashes and the broad jump. Since that time he has helped to develop track and physical fitness programs in the United States.

Rafer Johnson, at one time from Hillsboro, Texas, was the 1960 Olympic Games Decathlon winner setting a world record in this event. For this accomplishment he received the Sullivan Award and was named "Male Athlete of the Year."

Wilma Rudolph achieved greatness in 1960 when she won three gold medals in the Olympics at Moscow. She set a world record in 100 and 200 meter run. She was named the "Female Athlete of the Year" in 1960 and 1961, and she also received the Sullivan Award.

Charlie Sifford, Ted Rhodes, and Pete Brown were the first Negroes to compete in professional golf.

Suggested Instructional Aids

Transparency on Negro athletes from the
Much from Many series

Biographies of successful athletes

Filmstrip, "The Negro Fights for the 'Four Freedoms'"

Current articles on outstanding athletes

Teacher-made transparency showing events in the decathlon

Sources of Information

Davis, John P. (ed.) *The American Negro Reference Book*, Prentice, 1966, pages 775-825.

Toppin, Edgar A. *A Mark Well Made*, Rand, 1967, pages 46-50.

Woodson, Carter G. and Charles H. Wesley. *The Negro in Our History*, Associated Publishers, Inc., 1966, pages 715-22.

Young, Margaret B. *The First Book of American Negroes*, Franklin Watts, Inc., 1966, pages 64-69.

_____. *Current Biography Yearbook* (various years).

Suggestions for Curriculum

MIDDLE SCHOOL

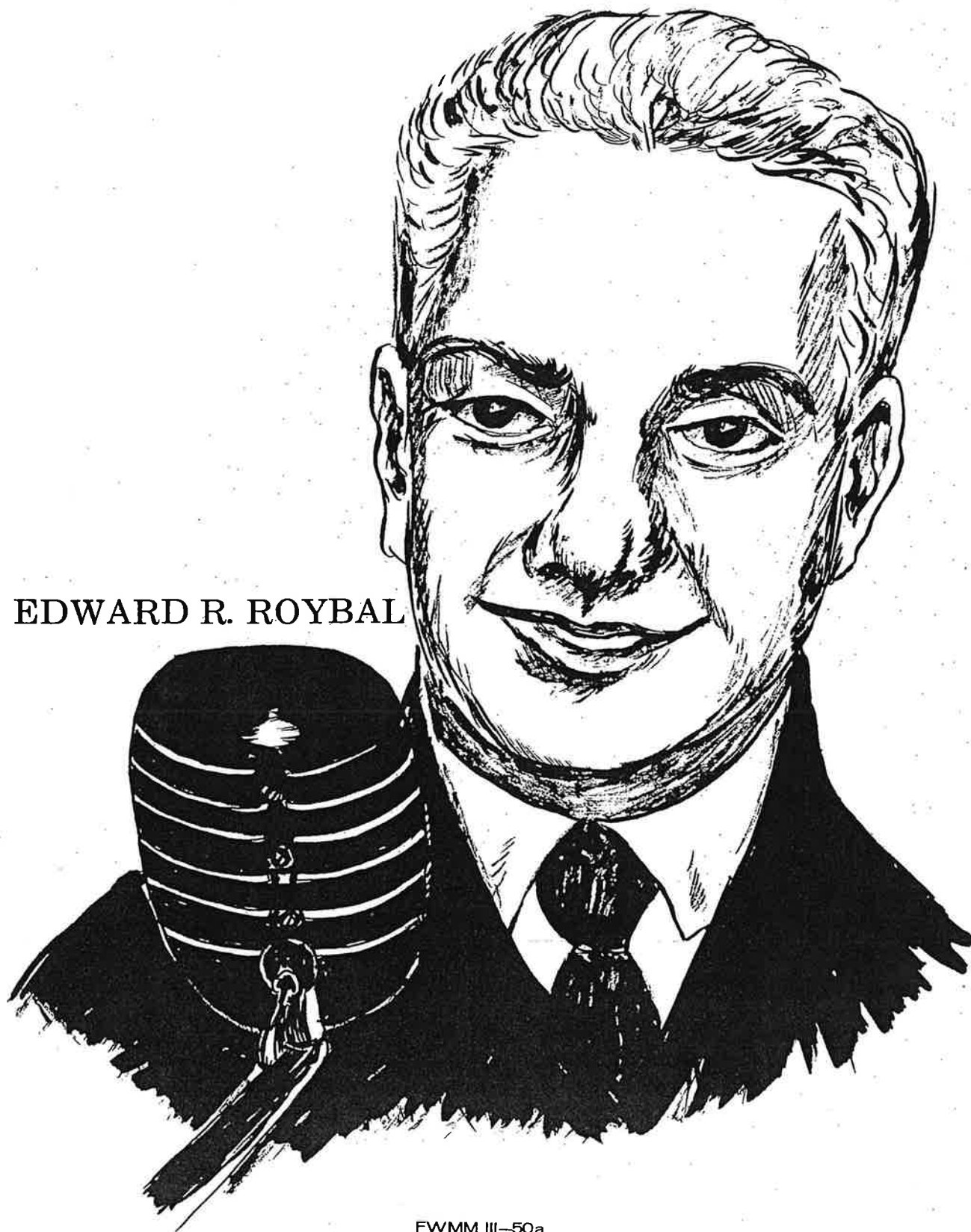
Utilization and Placement

1. When the history of athletic sports is encountered, suggest a list of biographies that may be read for outside book reports, such as the following: Charles Einstein, *Willie Mays: My Life in and out of Baseball*; Arthur Mann, *The Jackie Robinson Story*; Ann Finlayson, *Decathlon Men*; Althea Gibson, *I Always Wanted to Be Somebody*.
2. Ask students to bring current events to class about outstanding athletes today. Help them compile a reference list for their notebooks.
3. Assign reports from *Reader's Guide* references on outstanding athletes since 1945.

HIGH SCHOOL

1. When discussing intercultural relationships, ask the question, "Can team spirit, as evidenced by the Dodgers, be carried over into a 'working-together atmosphere' today?" Bring out the fact that "team work" is necessary for the success of an individual in a group as well as for a country.
2. Conduct a class discussion on the various reasons for the obvious success of athletes from minority groups, considering factors such as physical stamina, emotional stability, intelligence, determination, and perseverance.
3. Use Althea Gibson as a fine example of one who was determined to reach the top and worked hard to achieve success.
4. Encourage class members to make book reports on biographies of outstanding American athletes. Relate such achievement to the added emphasis which television has given to sports.

EDWARD R. ROYBAL



MUCH FROM MANY

Contributor EDWARD R. ROYBAL, 1916-

Ethnic Heritage MEXICAN-AMERICAN

Contribution

Edward R. Roybal was born in Albuquerque, New Mexico, in 1916. He studied business administration at the University of California at Los Angeles. From 1942-1949, he worked as a social worker and public health educator with the California Tuberculosis Association. When he resigned in 1949, he was director of health education.

Roybal was the first Mexican-American to be elected to the Los Angeles City Council, where he served thirteen years. In 1962, he became the first Mexican-American to be elected to the U. S. House of Representatives. Among his supporters for election and re-election were Mexican-, Anglo-, and Negro-Americans.

Suggested Instructional Aids

Transparency of Edward R. Roybal from
Much from Many series

Transparency of statistics on multi-ethnic groups.

Sources of Information

Landes, Ruth. *Latin Americans of the Southwest*, McGraw, 1965, pages 57-58 and 67.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. In studying current governmental politics, mention Edward R. Roybal of California in relation to Henry B. Gonzalez, as representatives of a frequently slighted ethnic group.

2. Call attention to other congressmen from multi-ethnic groups.

HIGH SCHOOL

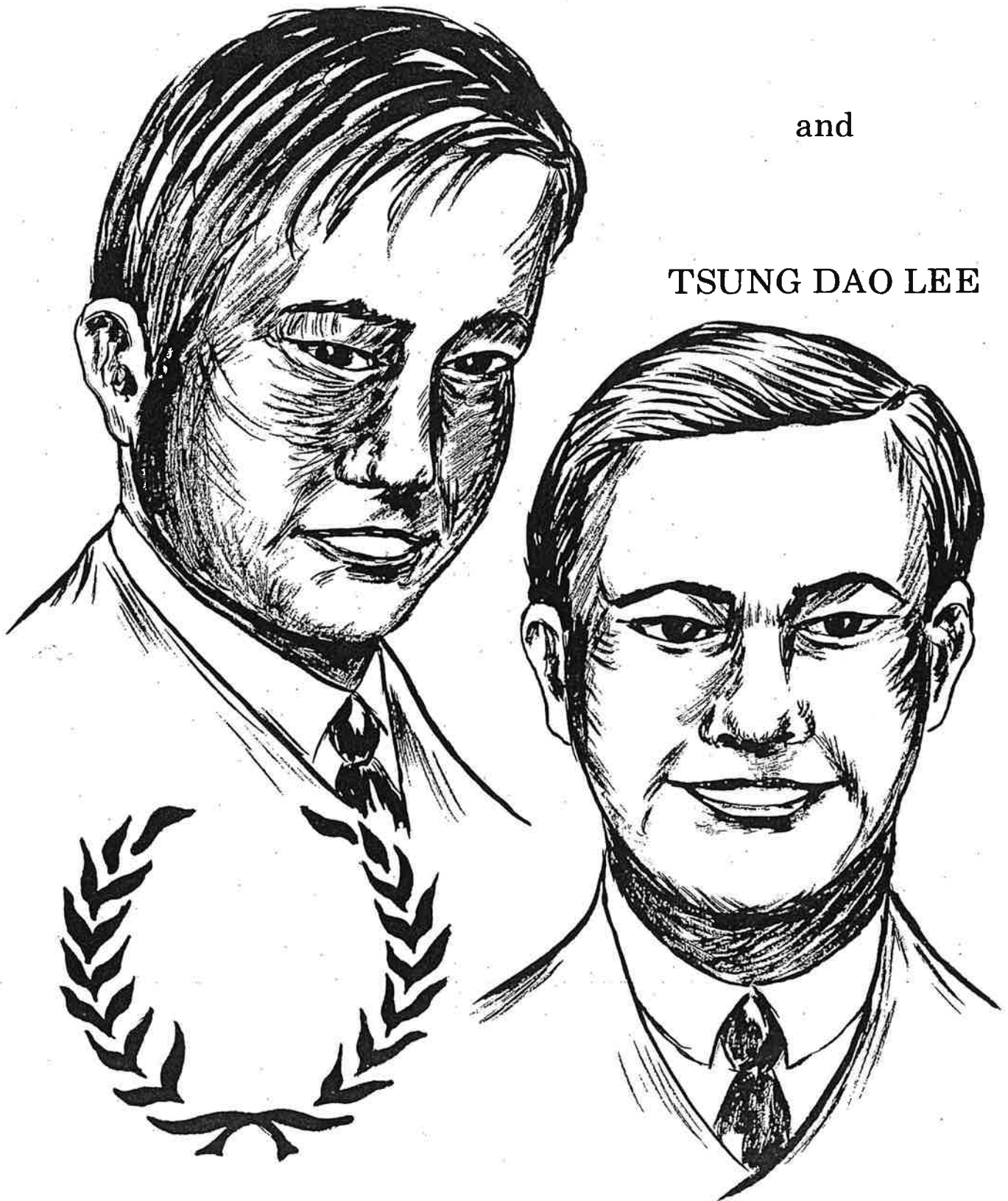
1. Have the class research the type of role usually assigned to the Mexican-American; then discuss the problems inherent for those of the ethnic group as the result of the designation. Have them consider the fact that it was not until 1952 that a Mexican-American congressman was elected.

2. Have the class consider the amount of material written about the Negro as compared to that about the Mexican-American or Spanish-American. Have the group discuss the probable feelings and attitudes experienced by young people of both groups when confronted with social attitudes of the last forty or fifty years.

CHEN NING YANG

and

TSUNG DAO LEE



MUCH FROM MANY

Contributor TSUNG DAO LEE, 1926-
CHEN NING YANG, 1922-

Ethnic Heritage CHINESE-AMERICAN

Contribution Two of America's fine physicists are Tsung Dao Lee and Chen Ning Yang, Chinese-Americans. Lee was born in Shanghai, China. He came to the United States on a government scholarship. In 1950 he received his Doctor of Philosophy degree in physics from the University of Chicago.

Yang was the son of a professor of mathematics in China. He was the oldest of five children. In 1942 Yang received his first degree from a university in southwest China, and in 1944 he earned his master's degree in China. Then in 1945 he received a fellowship to the University of Chicago and completed his doctorate there in 1948.

With the help of Chen Ning Yang, Lee developed the hypothesis controverting the traditional view of parity, which prepared the way for a unifying theory that would explain the mysteries of the atom. For this great achievement, the Swedish Academy bestowed the Nobel Prize for 1957 on Lee and Yang, then thirty-one and thirty-five years of age, respectively.

Lee and Yang were casual acquaintances in China, but they have worked together almost constantly since 1951. In the book *Great American Scientists* the following statement is made, "While theorists often collaborate, the Lee and Yang partnership is probably unique in its duration and intensity." (p. 29)

After finishing the University of Chicago, Yang was appointed to the faculty at the Institute for Advanced Study. Lee, who had been at Columbia University, joined Yang in 1960. After this, there was no need for their long telephone conversations in Chinese. Lee and Yang are said to have moved American physics into a golden age of its own.

Suggested Instructional Aids

Transparency of Tsung Dao Lee and Chen
Ning Yang from Much from Many series

List of Nobel Prize winners in physics

Current articles on American physicists today

Sources of Information

Editors of *Fortune*, *Great American Scientists*, Prentice, 1961, pages 1, 6, 27-29, and 121-122.

Ritter, Ed and Stanley Spector. *Americans All: Our Oriental Americans*, McGraw, 1965, pages 1-45.

Suggestions for Curriculum

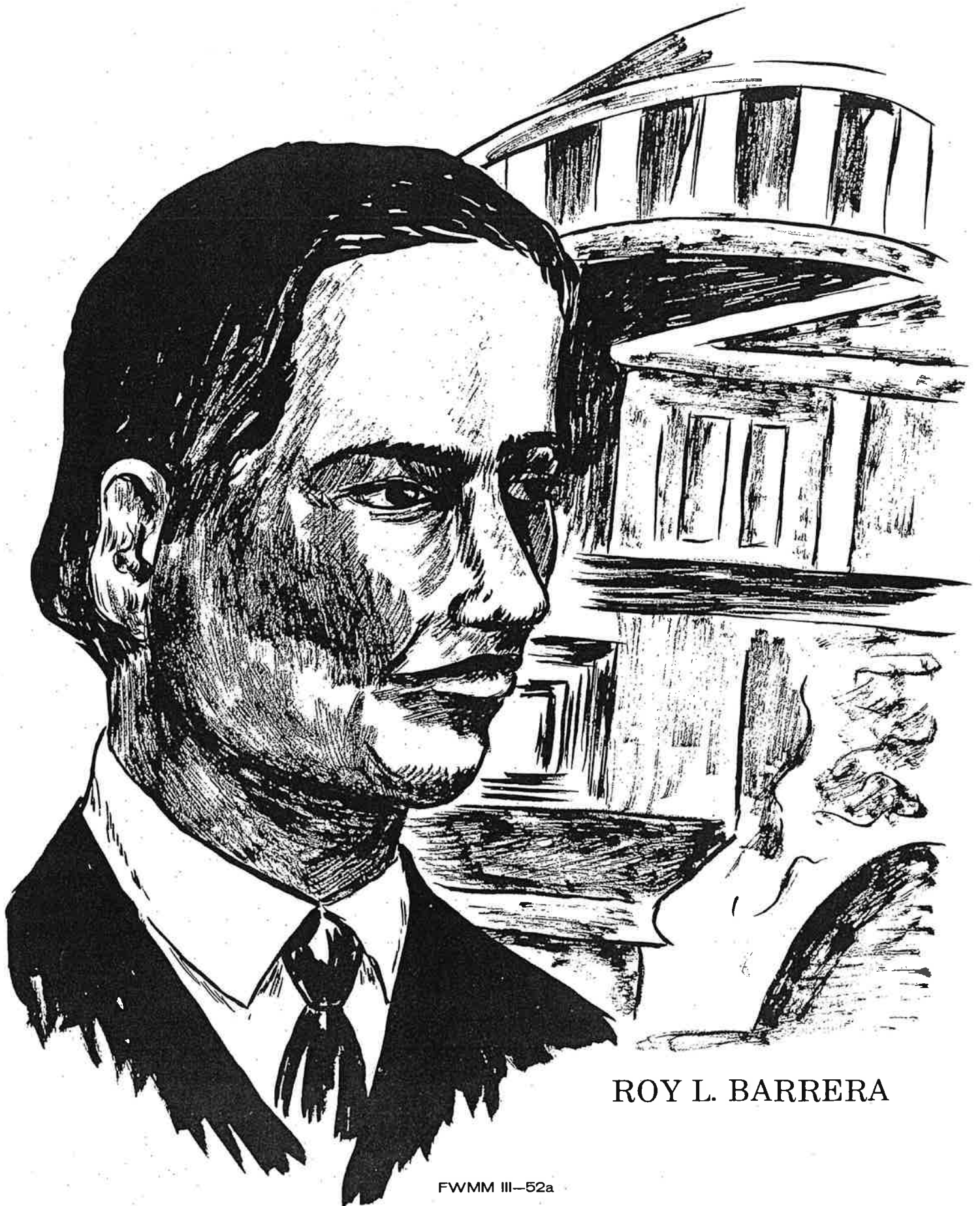
MIDDLE SCHOOL

Utilization and Placement

1. During the study of World War II, introduce the atomic age and tell the part that scientists, such as Lee and Yang, have played in its development.
2. Relate these winners of the Nobel Prize in Physics to Nobel Peace Prize winners, considering how many of both groups represent minority ethnic groups in America.

HIGH SCHOOL

1. Have a student do research in articles referred to in *Reader's Guide* and give a report on Lee and Yang from recent articles.
2. Have other students report on the Nobel prizes.
3. Have a class discussion on people of multi-ethnic groups who have contributed to America's atomic and space age.



ROY L. BARRERA

MUCH FROM MANY

Contributor ROY L. BARRERA, 1927-

Ethnic Heritage MEXICAN-AMERICAN

Contribution On March 12, 1968, Roy L. Barrera was inaugurated as Secretary of State of Texas by Governor John C. Connally. This event marked an achievement for Barrera, his family, and for all Mexican-Americans; for this was the first time that a person of his ethnic background had held this position in Texas.

Behind this development, however, was a series of accomplishments for this 41-year-old attorney. He graduated from high school in San Antonio and attended Texas Technological College, New Mexico A. and M., and St. Mary's University. He had supported numerous professional groups. In addition, he served as a member of the Texas Historical Survey Commission, as chairman of the Bexar City Historical Survey Commission, as a school board member in San Antonio, and in many other capacities as a civic leader. His most famous law case was the Alvaro Alcorta case which was reversed by the U. S. Supreme Court.

He was honored in the Institute of Texas Culture at Hemisfair '68; he was among those selected as contributors from the Mexican-American ethnic group.

Suggested Instructional Aids

Transparency of Roy L. Barrera from the
Much from Many series

Current articles about Roy L. Barrera

Sources of Information

Fort Worth *Press*, "Mexican-Americans Jump
into Politics," Sunday, November 17, 1968,
page 22-A.

International Biographical Research Corp. *Who's Who in Texas Today*, Pemberton
Press, 1968, page 50.

Suggestions for Curriculum

MIDDLE SCHOOL

Utilization and Placement

1. In discussing current personalities
in government, call attention to Roy L.
Barrera's contribution to Texas.

2. Refer to the many Mexican-Americans including Lorenzo de Zavala, Henry
B. Gonzalez, and others who have served both the nation and the state.

HIGH SCHOOL

1. Using the Americans All series, have the class compile a list of Latin-
Americans, Spanish-Americans, or Mexican-Americans who have assumed positions
of leadership.

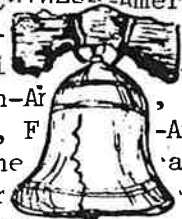
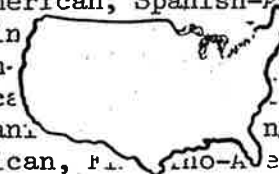
2. Have a student do research and report on other Mexican-Americans whose
names appeared in the Institute of Texas Culture at Hemisfair '68.

3. Have a student locate a copy of November 17, 1968, Fort Worth *Press*
and read "Mexican-Americans Jump into Politics" to the class.

4. Have students locate as much information as possible on Eligio de la
Garza of Mission, Fabian Chavez of New Mexico, the late Senator Dennis Chavez,
Mike Alarid, Joseph M. Montoya, and Cesar Estrada Chavez, who heads the
United Farm Workers Organizing Committee.

Part Four

Bibliography and Instructional Aids





Part Four

Bibliography and Instructional Aids

It should be recognized that this is a working bibliography and therefore should not be regarded as a completed one. The books listed have been carefully chosen to provide the most readily available assistance to students and teachers. As other books are encountered, teachers are urged to collect the full bibliographical data about each book and to submit the information to the Department of Curriculum for consideration in future revisions of the list.

I. REFERENCE BOOKS FOR GENERAL OR SPECIFIC READING

†Adams, Russell L. *Great Negroes Past and Present*, Afro-Am Publishing Co., 1964.

*Ames, William C. *The Negro Struggle for Equality in the Twentieth Century* (Amherst Series), Heath, 1965.

Bailey, Helen. *Forty American Biographies*, Harcourt, 1964.

†Bontemps, Arna (ed.). *Negro American Heritage*, Century Communications, Inc., 1968.

Bontemps, Arna. *One Hundred Years of Negro Freedom (1863 to 1963)*, Dodd, 1967.

Bontemps, Arna. *The Story of the Negro*, Knopf, 1962.

*Bowes, John S. *Avenues to America's Past*, Silver, 1965.

Brau, Maria. *Islands in the Crossroads: The History of Puerto Rico*, Doubleday, 1968.

Brown, Francis J. and Joseph S. Roucek (eds.). *One America*, Prentice, 1952

*Brown, Richard C. *The Human Side of American History*, Ginn, 1962.

Casdorff, Paul D. *A History of the Republican Party in Texas 1865-1965*, Pemberton Press, 1965.

†Chu, Daniel and Samuel Chu. *Passage to the Golden Gate*, Doubleday, 1967 (Chinese in the U.S).

Clemons, Lulamae, Erwin Hollitz, and Gordon Gardner. *Americans All: The American Negro*, McGraw, 1965.

Davis, John P. (ed.) *The American Negro Reference Book*, Prentice, 1966.

Dunbar, Paul Laurence. *The Complete Poems of Paul Laurence Dunbar*, Dodd, 1967.

†Especially valuable for the junior high school and middle school level

*Especially valuable for the high school level

- Editors of *Ebony*. *The Negro Handbook*, Johnson Publishing Co., 1966.
- Editors of *Fortune*. *Great American Scientists*, Prentice, 1961.
- Feder, Bernard and Jack Allen. *Viewpoints: U.S.A., American*, 1967.
- Franklin, John Hope. *From Slavery to Freedom*, Knopf, 1967.
- Hagan, William. *The Indian in American History*, Macmillan, 1963.
- †Heiderstadt, Dorothy. *Indians, Friends and Foes: A Baker's Dozen, Portraits from Pocahontas to Geronimo*, McKay, 1958.
- Hughes, Langston and Milton Meltzer. *A Pictorial History of the Negro in America* (rev.), Crown, 1963.
- Katz, William Loren. *Eyewitness: The Negro in American History*, Pitman, 1967.
- Kennedy, John F. *A Nation of Immigrants*, Harper, 1964.
- Knight, Oliver. *Outpost on the Trinity*, University of Oklahoma Press, 1953.
- Landes, Ruth. *Americans All: Latin Americans of the Southwest*, McGraw, 1965.
- Lee, Irvin H. *Negro Medal of Honor Men*, Dodd, 1967.
- Logan, Rayford W. and Irving S. Cohen. *The American Negro: Old World Background and New World Experience*, Houghton, 1967.
- Lonzano, Ruben Rendon. *Viva Tejas*, Whitt and Co., 1936.
- McRae, Norman and Jerry Blocker. *The American Negro*, Impact Enterprises, Inc., 1965.
- McWilliams, Carey. *Brothers under the Skin*, Little, 1951.
- Meltzer, Milton. *In Their Own Words: A History of the American Negro*, Volume I (1619-1865), Volume II (1866-1916), Volume III (1916-1966), Crowell, 1967.
- Pei, Mario. *Our National Heritage*, Houghton, 1965.
- Quarles, Benjamin. *Frederick Douglass*, Prentice, 1968.
- Quarles, Benjamin. *The Negro in the American Revolution*, University of North Carolina Press, 1961 (scholarly).
- Quarles, Benjamin. *The Negro in the Making of America*, Collier, 1964.

†Especially valuable for the junior high school and middle school level

*Especially valuable for the high school level

Richardson, Rupert Norval. *Texas, the Lone Star State*, Prentice, 1943.

Ritter, Ed, Helen Ritter, and Stanley Spector. *Americans All: Our Oriental Americans*, McGraw, 1965.

Rozwenc, Edwin and Wayne Frederick, *Slavery and the Breakdown of the American Consensus*, Heath, 1964.

Senior, Clarence. *Americans All: Our Citizens from the Caribbean*, McGraw, 1965.

*Stampf, Kenneth. *The Peculiar Institution*, Knopf, 1956 (mature).

Steen, Ralph W. *The Texas Story*, Steck, 1960.

Toppin, Edgar A. *A Mark Well Made*, Rand, 1967.

Ward, Baldwin H. (ed.) *Pictorial History of the American Negro*, Year, 1965.

Webb, Walter P. (ed.) *The Handbook of Texas*, Texas State Historical Ass., 1952.

†Woodson, Carter G. and Charles H. Wesley. *Negro Makers of History*, Associated Publishers, 1958.

*Woodson, Carter G. and Charles H. Wesley. *The Story of the Negro Retold*, Associated Publishers, 1958.

_____. *The Negro in American History*, Curriculum Bulletin No. 4, New York Board of Education, 1964.

II. BOOKS FOR PARALLEL READING

Anderson, Marian. *My Lord, What a Morning*, Viking, 1956.

Angell, Pauline K. *To the Top of the World*, Rand, 1964 (story of Peary and Henson).

Bernard, Jacqueline. *Journey Toward Freedom*, Norton, 1967 (Sojourner Truth).

Biemiller, Ruth. *Dance: The Story of Katherine Durham*, Doubleday, 1968.

Bontemps, Arna (ed.). *American Negro Poetry*, Hill and Wang, 1966

*†Bontemps, Arna. *Famous Negro Athletes*, Dodd, 1964.

†Bontemps, Arna. *The Story of George Washington Carver*, Grossett, 1954.

Branch, Hettie Wallace. *The Story of "80 John,"* Greenwich Book Publishers, 1960.

†Especially valuable for the junior high school and middle school level

*Especially valuable for the high school level

- Brau, Maria and Philip Sterling. *The Quiet Rebels: Four Puerto Rican Leaders*, Doubleday, 1968 (José Celso Barbosa, Luis Muñoz Rivera, José de Diego, and Luis Muñoz Marín).
- Cavanna, Francis (ed.). *We Came to America*, Macrae Smith, 1954.
- †Dobler, Lavinia and William A. Brown. *Great Rulers of the African Past*, Doubleday, 1965.
- †Dobler, Lavinia and Edgar A. Toppin. *Pioneers and Patriots*, Doubleday, 1965 (Wheatley, Cuffee, Banneker, Salem, du Sable, and Chavis).
- *Douglass, Frederick. *Life and Times of Frederick Douglass*, Collier, 1962
- †Durham, Philip and Everett L. Jones. *The Adventures of the Negro Cowboys*, Dodd, 1966.
- Eaton, Jeanette. *Trumpeter's Tale: The Story of Young Louis Armstrong*, Morrow, 1955.
- †Epstein, Sam and Beryl. *Harriet Tubman: Guide to Freedom*, Garrard, 1968.
- †Felton, Harold W. *Jim Beckwourth, Negro Mountain Man*, Dodd, 1967.
- †Felton, Harold W. *Edward Rose, Negro Trailblazer*, Dodd, 1967.
- †Finlayson, Ann. *Decathlon Men*, Garrard, 1966.
- *Franklin, John Hope. *The Emancipation Proclamation*, Doubleday, 1963.
- Gibson, Althea. *I Always Wanted to Be Somebody*, Harper, 1958.
- †Graham, Shirley. *Jean Baptiste Pointe du Sable*, Messner, 1953.
- †Graham, Shirley. *The Story of Phillis Wheatley*, Messner, 1949.
- Graham, Shirley. *Your Most Humble Servant*, Messner, 1949 (Benjamin Banneker).
- Graham, Shirley. *There Was Once a Slave*, Messner, 1947 (Frederick Douglass).
- †Graham, Shirley and George D. Lipscomb. *Dr. George Washington Carver, Scientist*, Messner, 1965.
- Halliburton, Warren J. and Mauri E. Plekonen (eds.). *New Worlds of Literature*, Harcourt, 1966.
- Holt, Rackham. *George Washington Carver*, Doubleday, 1963.
- Hughes, Langston. *Famous Negro Heroes of America*, Dodd, 1958.

†Especially valuable for the junior high school and middle school level

*Especially valuable for the high school level

Kenworthy, Leonard and Erma Ferrari. *Leaders of New Nations*, Doubleday, 1968.

*King, Martin Luther, Jr. *Stride Toward Freedom*, Harper, 1958.

*King, Martin Luther, Jr. *Why We Can't Wait*, Harper, 1964.

†King, John T. and Marcet H. King. *Twenty-Three Famous Negro Americans*, Steck, 1967.

†Kugelmass, J. Alvin. *Ralph J. Bunche, Fighter for Peace*, Messner, 1952.

†Louis, Robinson, Jr. *Arthur Ashe: Tennis Champion*, Doubleday, 1967.

Mann, Arthur. *The Jackie Robinson Story*, Grossett, 1951.

†Marriott, Alice L. *Sequoyah: Leader of the Cherokees*, Random, 1956.

†McCarthy, Agnes and Lawrence Reddick. *Worth Fighting For*, Doubleday, 1965.

McNeer, May. *The American Indian Story*, Farrar, 1963.

McPherson, James M. *Marching Toward Freedom*, Knopf, 1967 (the Negro in the Civil War, 1861-1865).

Meltzer, Milton. *Time of Trial; Time of Hope; the Negro in America, 1919-1941*, Doubleday, 1966.

Norris, Marianna. *Father and Son for Freedom*, Dodd, 1968.

†Patterson, Lillie. *Booker T. Washington: Leader of His People*, Garrard, 1965.

†Petry, Ann. *Tituba of Salem Village*, Crowell, 1964.

†Petry, Ann. *Harriet Tubman*, Crowell, 1964.

Preston, Edward. *Martin Luther King: Fighter for Freedom*, Doubleday, 1968.

Redding, Saunders. *The Lonesome Road*, Doubleday, 1958 (Dr. Daniel Hale Williams).

Richardson, Ben. *Great American Negroes*, Crowell, 1956.

Robinson, Bradley. *Dark Companion*, McBride, 1947 (Matthew Henson).

†Rollins, Charlemae. *Famous Negro Entertainers of Stage, Screen, and TV*, Dodd, 1967.

†Especially valuable for the junior high school and middle school level

*Especially valuable for the high school level

Rollins, Charlemae. *Famous American Negro Poets*, Dodd, 1965.

*†Rollins, Charlemae. *They Showed the Way*, Crowell, 1964 (forty American Negro leaders).

Rowan, Carl and Jackie Robinson. *Wait Till Next Year: the Life Story of Jackie Robinson*, Random, 1960.

†Schoor, Gene. *Willie Mays: Modest Champion*, Putnam, 1960.

Seaberg, Stanley. *The Negro in American History: Which Way to Citizenship?* Scholastic, 1968.

†Sterling, Dorothy. *Captain of the Planter*, Doubleday, 1958.

†Sterling, Dorothy. *Forever Free*, Doubleday, 1963 (History of the Emancipation Proclamation).

†Sterling, Dorothy. *Freedom Train: The Story of Harriet Tubman*, Doubleday, 1954.

†Sterling, Dorothy and Benjamin Quarles. *Lift Every Voice*, Doubleday, 1965 (Biographies of W.E.B. DuBois, Mary C. Terrell, Booker T. Washington, and James W. Johnson).

†Sterling, Philip and Rayford Logan. *Four Took Freedom*, Doubleday, 1967 (Tubman, Douglass, Smalls, and Bruce).

Sterne, Emma Gelders. *Mary McLeod Bethune*, Knopf, 1959.

Yates, Elizabeth. *Amos Fortune, Free Man*, Aladdin, 1950.

†Young, Margaret. *The First Book of American Negroes*, Franklin Watts, 1966.

III. MAGAZINES

Current Biography Yearbooks - Yearly publications of the H. W. Wilson Company usually have a biographical sketch, bibliographic reference and an illustration

Life, "The Search for a Black Past" - A series on Negro history beginning November 22, 1968

Negro History Bulletin, Vol. 31, No. 5, May, 1968.

Senior Scholastic, "The Negro in U.S. History," January 18, 1968.

†Especially valuable for the junior high school and middle school level

*Especially valuable for the high school level

IV. AUDIO-VISUAL MATERIALS AND OTHER INSTRUCTIONAL AIDS

(If the listed materials are not available in the school library, call the Social Studies Office for information about their availability.)

A. Films

- L 884 Frederick Douglass (two twenty-five minute reels from the Profiles in Courage Series)
- L 204 Booker T. Washington (eighteen minutes in length)
- L 283 Marian Anderson (twenty-seven minutes in length)

B. Filmstrips and/or Records

The Black American (a record and filmstrip series in a chronological sequence)

The Glory of Negro History (a filmstrip and record viewing the sweep of Negro history)

The History of the American Negro (a series of eight filmstrips and records)

Slavery in the Young American Republic
From Africa to America
Slavery in a House Divided
The Negro in Civil War and Reconstruction
The Negro in the Gilded Age
The Negro Faces the 20th Century
The Negro Fights for the "Four Freedoms"
The Threshold of Equality

Integration's 10-year March (a filmstrip on current affairs, dated, November, 1964)

The Negro in American History: Legacy of Honor (a filmstrip and record emphasizing the contributions of Negro Americans)

Much from Many (a filmstrip prepared by the Fort Worth Public Schools from slides)

Minorities Have Made America Great (twelve filmstrips with records)

Indians	Jews
Puerto Ricans	Italians
Orientals	Germans
Mexican-Americans	Irish
Negroes	

C. Transparencies

Afro-American History Series AF-41 (eighteen transparencies designed around concepts)

Much from Many (a set of transparencies designed by the Fort Worth Public Schools)

D. Other Instructional Aids

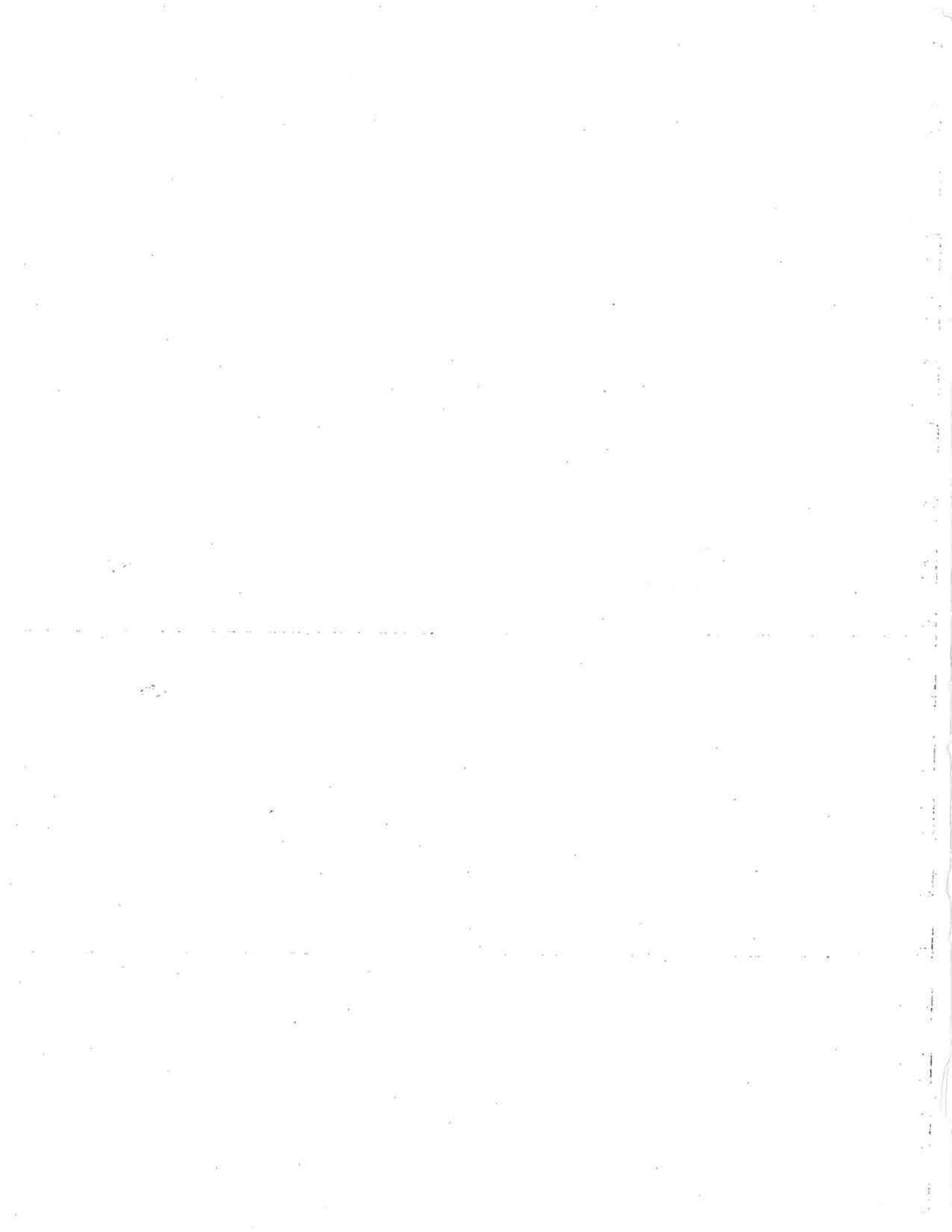
A reference guide to encyclopedia sources on Afro-American history and culture

A short brochure entitled "Afro-American Panorama" prepared as a Title III project for the public schools of Washington, D.C.

A sample unit on slavery, presented in the Much from Many workshop

The "American Traveler's Guide to Negro History," prepared by the American Oil Company

The Springboards Program, designed for poor readers, *The Negro in American History* I (twenty different titles)



New Yam Festival

Okolo was awakened by the drums. Dressing in a hurry, he rushed to join the masquerade. This was the Yam-Harvest Festival, the time when everyone was thankful for the fat yams which grew in the earth. Outside, Okolo bumped into Achebe, who was being followed by a crowd of boys. Only Achebe's hands and feet were visible. His body was entirely covered by a costume, and on his head he wore a brightly-colored wooden mask crowned with a spotted leopard.

If Achebe had not shown Okolo the mask before, Okolo would never have recognized him....Okolo joined in the fast rhythm which one of the other boys was beating on a small drum. Achebe led them all, running, jumping, stamping his feet. He would stop, turn, face the crowd following him, snarl and make scratching noises at them. Many of the smaller boys ran away, frightened by the leopard Achebe was pretending to be. It was only a game and everyone knew it, but even Achebe, who wore his own mask and frightened people himself, was not always sure of the difference between painted green eyes and the things he was really afraid of.

Physical Education

Teach any of the following African games suitable for your group.

1. *Chikincha* (Grades K-5)

Chikincha (chee-keen-cha) is a hand-clapping game for two people, like Peas Porridge Hot. The motions are performed to the words as follows:

Ha - Draw both hands lightly down the left arm of the opposite player.

Chee-keen-cha - Clap and smack the back of hands together, partners left to left, then right to right, and clap again.

Chee-keen-cha - Repeat twice.

Nee-lee-kwen-da - This is done twice, from the beginning. Smack opposite hands and clap (word and motions) twice.

Kwah-ka-la-la - Smack backs of hands four times.

Kwah-ma-jom-ba - Smack opposite hands and clap (twice as above).

See-koom-bee-lee - Smack opposite hands and clap (twice).

Na-ya-tah-too - Smack opposite hands and clap (twice).

Nee-ka-see-kya - Smack back of hands four times (once).

N-gon-gon-go - Smack opposite hands and clap (twice).

N-gom-beh-kal-ya chal-ya - Smack back of hands four times (twice).

Mkah-tych-nee kam-ba - Smack opposite hands and clap (twice).

Ha-chee-keen-cha chee-keen-cha; chee-keen-cha - Repeat first four motions twice.

This Is Music 5

- "I'm Gonna Sing," page 97
"Mary and Martha," page 135
"My Lord, What a Morning!," page 106
"Zion's Children," page 104

Music in Our Country 5

- "Michie Banjo," page 166
"Sis Joe," page 98

NOVEMBER 9

Social Studies

Benjamin
Banneker
Birthday

1. Inform the children that today is the birthday of Benjamin Banneker (1731-1806). Tie in with the study of the history of our country Mr. Banneker's work in planning the city of Washington, D.C. State that when one of the city planners, a Frenchman, became angry, he left the country and took the plans for the city with him to France. Mr. Banneker was able to redraw, from memory, the complete plans.

Mr. Banneker was a self-taught mathematician and astronomer, born free on November 9, 1731, in Maryland. While he was still young, he made a wooden clock which is believed to be the first clock made in America. It was described as perfect in workmanship and reliability, striking the hours with precision for twenty years or more.

Other interesting accomplishments of Banneker were his accurate prediction of a solar eclipse, computation of the cycle of the seventeen-year locust, and preparation and publication of a widely used almanac.

2. Show the picture of Banneker from *Afro-Am Portfolio No. 4, Science and Invention*, or the transparency from the *Negro Heritage Transparencies*.

NOVEMBER

Music

Fourth
Thursday,
Thanksgiving
Day

Teach these African or Afro American folk songs:

- "Ne Nkansu," page 74, *Experiencing Music* 5
"Take Time in Life," page 184, *Exploring Music* 5
"Kum Ba Yah," page 163, *This Is Music* 5

Social Studies

Let a fifth-grade class, having just studied a West African tribe in depth (pp. 91-106, *The Social Sciences Concepts and Values*), hear about and discuss an African Thanksgiving festival. An excellent reader could prepare ahead and read the following excerpt to the class.

If the player is not successful in three guesses, the group takes hold of him gently and teases him. If the player is a boy, then they put him on the ground. This child does not get angry, but laughs with the others. The Yoruba children enter heartily into the fun, even if the joke is on them.

7. The Lion Hunt (Grades K-5)

Everyone sits on the floor in a circle, and the teacher leads the following chant with descriptive hand movements to accompany the words. The children repeat the movements and words of the leader, one sentence at a time.

<u>Words</u>	<u>Movements</u>
"We're going on a lion hunt."	Slap knees in a walking rhythm.
"I see some grass."	Shade eyes with hand.
"Let's go through the grass."	Rub hands together back and forth.
"I see a river."	Shade eyes with hand.
"Let's go through the river."	Move arms in swimming motion.
"I see a tree."	Shade eyes with hand.
"Let's go up the tree, down the tree."	Move hands in climbing motion.
"I see a bridge."	Shade eyes with hand.
"Let's go over the bridge."	Thump chest with closed fist in walking rhythm.
"It's dark in here."	Open eyes wide.
"It's cold in here."	Cross arms.
"I feel something soft."	Open and close hands.
"I see two eyes."	Place hands by side of eyes.
"Run! It's a lion!"	Speak loudly.
"I'm not afraid of the lion!"	"Run" back over the bridge, the tree, the river, and the grass with very rapid motions.

2. Blindman's Bluff (Grades K-3)

In Africa, Blindman's Bluff is played with two "blind" men. One blindfolded person is "It," and the other blindfolded person clicks two sticks together. The one who is "It" listens carefully to find where the clicking is coming from. When he does find out, he tries to tag the person who is clicking the sticks.

3. Cat and Mouse (Grades K-3)

This game is played in a circle. The one who is the mouse stands inside the circle. The one who is the cat stands outside the circle. Everyone else is part of the circle. When the circle starts moving, the cat chases the mouse in and out and around the circle until he catches him.

4. Tag Game (Grades K-1)

When a child is "It" in Africa, he can be a roaring lion and go bounding after deer. Or he can be a ferocious wildcat and go chasing after chickens. Let the children take turns being "It," and choosing the animals they want to be when they are "It."

5. Bowling Game (Grades 3-5)

In Africa, children roll a ball at corncobs in the game called *Nsikuoi*. Boys and girls try to knock down each other's corncobs. Let the children bring corncobs for the game or choose other props to use instead of corncobs.

6. *Onide* Comes (Grades K-3)

The leader holds a small stone in his hand. Another child runs and hides, and the remaining children sit on the ground and hold out both their hands. As the leader goes by them, he touches each hand with the stone. Secretly he places it in one hand. Meanwhile, all the children sing or chant:

Onide comes,
Savors, *Onide* comes.
All right! *Onide*,
Come and inspect us.

When the song is ended, the child who is hiding comes out and tries to find which player has the stone. He has three guesses. If he is successful in finding the stone, he takes his place with the group and the child who had the stone goes and hides. Then the game proceeds as before.

Franklin Roosevelt during World War II--freedom of speech, freedom to worship God, freedom from want, and freedom from fear--it sets forth basic rights for all people and a common standard of achievement for all nations.

Crispus Attucks

2. Reaffirm human individual rights. Tell the story of Crispus Attucks (1723? -1770), who was born into slavery, escaped from bondage, became a seaman and worked around Boston, Massachusetts. He opposed the taxation and oppression by the British. As a band of colonists rebelled on March 5, 1770, the British soldiers fired into them. Attucks was the first of five men to be shot down by the "redcoats." This event has been called the "Boston Massacre." Attucks' name heads the list on the monument erected in Boston Commons which commemorates this event. His bravery inspired 5,000 Negroes to fight with the colonists in the American Revolution.
3. Show the transparency of Crispus Attucks from the "Negro Heritage Transparencies."

DECEMBER

Music

Christmas

1. Teach the Negro spirituals appropriate for this holiday.
 "Sing Noel," page 168, *Investigating Music 4*
 "We Love Christmas Day," page 146, *Music Near and Far 4*
 "Go Tell It on the Mountain," page 229, *Experiencing Music 5*

JANUARY 1

Social Studies

Aesop
Contribution

1. Explain to the children that Negro slavery was abolished by law in the United States in 1863.
2. Show *Black Americans Yesterday and Today*, pictures #2 and #5. Discuss slavery of all kinds, from ancient Greek and Roman days, and man's need to be free.
3. Read an Aesop's fable to the class, perhaps "The Dove and the Ant," page 78, *Childcraft, Volume 2*, explaining that Aesop was a slave of long ago.

JANUARY 5

Science

George Washington Carver Day

1. Give the children the following information about George Washington Carver.

George Washington Carver (1864?-1943) was born in Missouri as a slave. He became a world-famous scientist after getting the B.S. and M.S. degrees from Iowa State College. He pioneered in the development of products from the peanut and sweet potato. These crops were the

Science-Health

1. Discuss the different food patterns in different cultures and countries.
2. Have a tasting experience using one of these African recipes.

Efan Salad

A handful of *efan* (*efan* is an African word for any edible green leaf. Spinach is recommended.)

Vinegar

Pinch of salt

Lemon juice or any good quality oil

1 hard-cooked egg (optional)

Wash *efan* and cut or shred into bite-sized pieces. Add lemon juice or oil, vinegar, and salt to taste. Mix well; add hard-cooked egg.

Tanzania's *Chapatis* (Bread of East Africa)

1 cup of all-purpose flour

$\frac{1}{2}$ teaspoon of salt

1 cup water

Sift flour and salt together. Blend in water until dough is fairly stiff. Knead thoroughly with fingertips. Roll into round ball on a floured surface. Brush the surface with oil. Cut once from the center to the edge. Roll the dough into a cone. Press both ends in and form a roll again. Brush with oil twice more. The dough may be divided into small balls, rolled flat, and fried in a small skillet. For this method, place 1 tablespoon of oil in the skillet for each cake, and fry each separately. Or, the large ball may be shaped into a round loaf and baked in an oven for 20 minutes at 400°.

Art

Let the children make African huts from milk cartons painted with brown tempera. Show them how to glue toothpicks on construction paper roofs and attach them to the tops of milk cartons.

DECEMBER 10

Opening Exercises

Human Rights
Day

1. Give the children the following information.

The Universal Declaration of Human Rights was adopted by the United Nations General Assembly on December 10, 1948. Based on the four freedoms set forth by President