

African and African American History: A Resource Guide for Arkansas Teachers

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- [Early African History; Middle Passage and Enslavement History](#)
- [Abolition and Reconstruction; Disenfranchisement and Jim Crow](#)
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The Challenge

Act 326 of 1997 requires the Commissioner of the Arkansas Department of Education "to oversee dissemination of instructional materials and training for the teaching of African-American history in grades K-12 in Arkansas public schools and training in racial and ethnic awareness and sensitivity for teachers and administrators."

The Act further directs the Commissioner to establish a seven-member task force to select appropriate instructional materials in all grade clusters, K-12, and to advise the Commissioner in the selection of training components for using the instructional materials and training components for racial and ethnic awareness and sensitivity. The Chair of the Black History Advisory Committee, Arkansas History Commission, was responsible for nominating the members of the task force.

The work of the Task Force has resulted in *African and African American History: A Resource Guide for Arkansas Teachers* as well as the training called for in the Act. The Act also directs that all training be delivered through the fifteen education service cooperatives and the three Pulaski County school districts. Full texts of the Act and the Rules and Regulations promulgated by the Arkansas Department of Education appear in the Appendix.



The Task Force Process

The Chair of the Black History Advisory Committee, Mr. Curtis Sykes of North Little Rock, appointed seven educators to the Task Force established by Act 326 of 1997. Members of the Task Force included:

- Dr. Nudie Williams, Chair, University of Arkansas at Fayetteville
- Ms. Thelma Bryant, Helena-West Helena School District
- Ms. Erma Franks, Little Rock School District
- Ms. Judy Mackey, Fayetteville School District
- Ms. Kelly McCabe, Conway School District
- Ms. Carol Neves, Jonesboro School District
- Mr. Nakiea Williams, Helena-West Helena School District

At meetings during 1998, the Task Force established a mission statement, rationale and organization of the Resource Guide. It then proceeded to advise the Commissioner of the Department on training components as specified in the Act. In its work, the Task Force was counseled by Dr. Theman Taylor, Sr. and Dr. John Graves, liaisons to the Black History Advisory Committee of the Arkansas History Commission, as well as by the Advisory Committee's Chair, Mr. Curtis Sykes. It was also assisted by Calvin White and James Bland, Graduate Assistants in the Department of History, University of Central Arkansas, who provided publisher information for some of the citations. Many of the citations in Arkansas Resources were taken from *Arkansas History: An Annotated Bibliography* with the permission of one of its authors, Tom W. Dillard. The full citation for this work is found in General Resources.

The Rationale

African-Americans have played a major role in the United States becoming a leading world power, therefore students deserve to know the **complete** history of our country. In order for students to make a positive connection to our country, they must become aware of the vital contributions of all ancestors.

When students are taught the truth about themselves and others, respect, pride and self-esteem follow. This mutual respect among all students and teachers builds racial harmony and understanding. The result is an environment that increases student achievement.

Mission Statement

The Black History Task Force defined its purpose in terms of a Mission Statement, adopted in June 1998.

The mission of the Black History Task Force is to promote knowledge of the integral role of African-Americans in the history and heritage of our country and state. Interdisciplinary studies of the African-American experience will identify and relate to the core values of the Declaration of Independence and the Constitution of the United States of America. These studies will empower Arkansas students to develop attitudes of tolerance and acceptance of the dignity of every person.

Usage

The history sections of the Resource Guide organize resources by level (elementary and secondary). They also begin with broad essential questions to guide use of resources in the eras.

Both Arkansas Resources and General Resources only indicate the level(s) for an individual entry in most instances. In these two parts, "E" indicates elementary, "M" indicates middle, and "S" indicates high school. All of the resources listed should be available from your local public library as an interlibrary loan if they are not otherwise accessible to a school or to a teacher. This includes the many journal listings within Arkansas Resources.

Materials related to diversity issues should be useful to school districts for staff development or classroom instruction.

The Appendix includes the law, rules and regulations, and material which may assist school districts in the integration of these resources into classroom instruction at all levels. To this end, it offers sample lessons prepared by members of the task force who utilize resources from the guide.

This does not constitute an exhaustive listing of all materials related to African and African-American history. Arkansas teachers are undoubtedly aware of books, media, or internet sites not listed in these pages. You may use the response form in the Appendix to submit any suggestions to the Department of Education for inclusion should an addendum be issued. The mailing address appears at the bottom of the form. Funds related to this project may be used to purchase materials in this guide or other materials which support the study of African and African-American history.

Resource Materials for Lesson Plans - African and African American History: A Resource Guide for Arkansas Teachers

Early African History

Essential Questions

- How did religion, the arts, and technology shape the civilizations of early Africa?
- How did change occur within and among these early civilizations?
- What patterns developed as civilizations met the needs of their people?
- In what ways did place, region, and the interaction of humans and their environments affect cultures?



Early History Resources

- [Resources for Elementary Teachers](#) - PDF
- [Resources for Secondary Teachers](#) - PDF

Middle Passage & Enslavement

Essential Questions

- What is the economic effect of the slave trade?
- What were the causes and effects of the movement of people, goods, and information in the Trans-Atlantic exchange?
- How did humans resolve conflict?
- What is the historic impact of racial, geographic, and linguistic diversity of American society?
- What were the geographic, economic, and cultural connections in this period?



Middle Passage and Enslavement Resources

- [Resources for Elementary Teachers](#) - PDF
- [Resources for Secondary Teachers](#) - PDF

African and African American History: A Resource Guide for Arkansas Teachers

Abolition and Reconstruction

Essential Questions

- What forms did the attack on slavery take?
- How did cultural exchange between Africans and Europeans occur?
- What were the causes and effects of the movement of people, goods, and information during and after the Civil War?
- How did change affect all cultures?
- How did humans resolve conflicts?



Abolition and Reconstruction Resources

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- [Resources for Elementary Teachers](#) - PDF
 - [Resources for Secondary Teachers](#) - PDF

Disenfranchisement and Jim Crow

Essential Questions

- What were the effects of the system of segregation/Jim Crow?
- How did the patterns of segregation influence human behavior and society?
- How can citizens in a democratic society effect change?
- How does this period relate to the American ideal of equality?

Disenfranchisement and Jim Crow Resources

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- [Resources for Elementary Teachers](#) - PDF
 - [Resources for Secondary Teachers](#) - PDF



African and African American History: A Resource Guide for Arkansas Teachers

Civil Rights/Contemporary Study

Essential Questions

- What are the characteristics of effective leadership?
- What is the role of dissent in a democratic society?
- How did humans resolve conflict?
- What directions can power and authority take?
- What are the differences between civil rights and human rights?



Civil Rights Resources

- [Resources for Elementary Teachers](#) - PDF
- [Resources for Secondary Teachers](#) - PDF

Central High Crisis Timeline

1954

- May 17: U.S. Supreme Court finds in *Brown v. Board of Education* that "separate but equal" racial segregation laws relating to public education are unconstitutional.

1955

- May 31: U.S. Supreme Court rules in *Brown II* that segregation in public schools must be ended "with all deliberate speed".
- Sept.: peaceful school integration takes place in Fayetteville.
- Sept.:Oct.: strong public protests follow racial integration of Hoxie School District in Lawrence County.
- Fall: formation of the White Citizens Council of Arkansas.

1956

- NAACP files suit to force immediate integration in Little Rock schools.
- November: passage of anti-integration Amendment 44 to Arkansas Constitution.

1957

- NAACP targets Little Rock's Central High for integration.
- February: passage of anti-integration laws by Arkansas General Assembly.
- August: nine Black students assigned to Central High.
- Sept. 2: Gov. Orval E. Faubus sends Arkansas National Guard troops to Central High to keep the peace".
- Sept. 4: National Guard turns away seven of the Black students.
- Sept. 20: Federal Court orders Faubus to withdraw troops.
- Sept. 23: "Black Monday": crowds gather outside of Central High; "mob action feared."
- Sept. 24: President Eisenhower federalizes Arkansas National Guard.
- Sept. 24: Elements of the 101st Airborne Division arrive in Little Rock and begin patrolling Central High.

1958

- June 3: Ernest Green becomes Central High's first Black graduate.
- August: special session of Arkansas General Assembly passes laws allowing governor to close any school "being integrated by force".
- Sept.: Faubus closes all Little Rock high schools, including Central High, for 1958-1959 school year.

- Sept.: Women's Emergency Committee to Open Public Schools (WEC) formed.
- November: Dr. Dale Alford elected to Congress.

1959

- May: recall election removed extreme segregationists from Little Rock School Board.
- June: a Federal Court rules state's school closing laws unconstitutional.
- Summer: Little Rock School Board announces the reopening of closed schools.
- August 12: segregationist mob tries to prevent opening of Central High.
- Sept.: Central High, and other schools, reopen for 1959-1960 school year; eight Black students attend Central High and Hall High with little trouble; crisis ends.

African and African American History: A Resource Guide for Arkansas Teachers

Resources

- [Arkansas Resources](#) - PDF
- [Arkansas History Commission Resources](#) - PDF
- [Diversity Resources](#) - PDF
- [General Resources](#) - PDF

Helpful Web Sites

- [The African American Mosaic](#) - a Library of Congress exhibit and resource guide for the study of black history and culture
- [Africans in America](#) - companion site to the series, offering hundreds of primary source documents, scholarly essays and stories from the series
- [American Slave Narratives](#) - narratives of former slaves, documented from 1936-1938
- [The Anacostia Museum Online](#) - a community based and constituency focused museum that increases public awareness of the Black experience through research, programs and exhibitions
- [The Martin Luther King, Jr., Research and Education Institute](#) - secondary documents written about King as well as primary documents written during King's life
- [Schomburg Center for Research in Black Culture](#) -national research library devoted to collecting, preserving and providing access to resources documenting the experiences of peoples of African descent throughout the world
- [Stamp on Black History](#) - U.S. Postal Service web site uses research behind its commemorative stamp program to offer information, related activities, and curriculum connections
- [Teaching Tolerance](#) - a collection of ready-to-use ideas and strategies
- [The United States Constitution](#) - offers the Declaration of Independence, the Articles of Confederation, and a way to navigate through the U.S. Constitution
- [The Valley of the Shadow](#) - transcripts of original slave narratives from libraries and local archives and links to other primary documents.



Disclaimer: Teachers and other school personnel should review all web sites before student use. Due to the constantly changing nature of the Internet environment, the Black History Task Force and the Arkansas Department of Education do not take responsibility for irrelevant or inappropriate information appearing on the Web sites listed above.

Appendix

- [Act 326 of 1997](#)
- [Using the Resources in a Lesson: Ideas for K-12 Teachers](#) - PDF
- [Rules and Regulations](#)

Early African History Resources for Elementary Teachers

Elementary Print:

- Aardema, Verna. *Why Mosquitoes Buzz in People's Ears*. Illus. Leo Dillon. New York: Dial Books, 1984. Have you ever wondered why mosquitoes make that bothersome buzzing sound? This West African folktale answers that question through its humorous telling of the origin of the mosquitoes' buzz.
- Asante, Dr. Molefi Kete. *Classical Africa*. New York: People's Publishing Group, 1994. Drawing on oral as well as written histories, this important text describes the many diverse cultures, languages, and societies of an Africa never before explored from an African-centered perspective.
- Cornell, Christine. *The Dogon of West Africa (Celebrating the Peoples and Civilizations of Africa)*. New York: Powerkids Press, 1997. Describes the history and customs of the Dogon, who live in Mali and Burkina Faso.
- _____. *The Zulu of Southern Africa (Celebrating the Peoples and Civilizations of Africa)*. New York: Powerkids Press, 1997. Describes the history and customs of the Zulu people of South Africa.
- Haskins, James and Kathleen Bensen. *African Beginnings*. New York: People's Publishing, 1998. The authors focus on early civilizations such as the Kush which have had a lasting impact on the world's history.
- Hetfield, Jamie. *The Asante of West Africa (Celebrating the Peoples and Civilizations of Africa)*. New York: Powerkids Press, 1997. Briefly describes the beliefs, traditions, food, clothes, and gold jewelry of the Ashante of Ghana.
- _____. *The Yoruba of West Africa (Celebrating the Peoples and Civilizations of Africa)*. New York: Powerkids Press, 1997. Briefly describes the history and customs of the Yoruba in West Africa.
- Hetfield, Jamie and Marianne Johnston. *The Maasai of East Africa (Celebrating the Peoples and Civilizations of Africa)*. New York: Powerkids Press, 1997. Describes the customs, traditions, food, clothes, and homes of the Maasai people, who live in the grasslands of eastern Africa.
- Kroll, Virginia. *Africa: Brothers and Sisters*. New York: Fourwinds Press, 1993. From Ashanti weavers to the beautiful turbaned women of the Wolof, Jesse and his father celebrate more than twenty different African peoples as they honor their connections to the continent's rich cultural traditions.
- Peffer-Engels, John. *The Benin Kingdom of West Africa (Celebrating the Peoples and Civilizations of Africa)*. New York: Powerkids Press, 1997. Describes the history and customs of the Edo of Benin who live in the rain forest of Nigeria and are known for their ivory and brass art.

- Stanley, Diane and Peter Vennema. *Shaka, The King of the Zulus*. New York: William Morrow, 1988. Stanley presents the life story of Shaka, a Zulu military genius who became king of his people in the 18th century.

Elementary Media:

- *Africa: A History Denied*. 48 minute video. Richmond, VA: Time Life, 1995. The video by Joel Westbrook presents a view of the ruins of the southern African Kingdom of Great Zimbabwe, explaining its past civilizations.
- *The Land of Kush*. Five day study unit. New York: In-Step Productions, 1991. The five sections on Kush civilization focus on its culture and lasting legacy.
- *The People Could Fly*. 78 minute cassette recording. New York: Knopf, 1987. Based on a folktale of the same name, it tells the story of how long ago some Africans knew how to tap the spiritual part of themselves and direct their minds and bodies to do whatever they wished.

Early African History Resources for Secondary Teachers

Secondary Print:

- Asante, Dr. Molefi Kete. *Classical Africa*. New York: People's Publishing Group, 1994. Drawing on oral as well as written histories, this important text describes the many diverse cultures, languages, and societies of an Africa never before explored from an African-centered perspective.
- Bennett, Lerone, Jr. *Before the Mayflower*. Chicago: Johnson Publishing, 1963. A vivid, passionate history of Black Americans—from their roots in Africa to their lives in contemporary America. In this newly revised edition of an established classic, Bennett relates with clarity and vision the experiences of "the other Americans."
- Celenko, Theodore, ed. *Egypt in Africa*. Bloomington, IN: Indiana University Press, 1996. This book accompanied an exhibit of the same name and offers art work with accompanying text.
- Davidson, Basil. *Africa in History: Themes and Outlines*. New York: Scribner, 1995. This landmark work presents the inner growth of Africa and its worldwide significance, the internal dynamic of its old civilizations and their links with Asia, Europe and America, as well as the development of specific areas, tribes and cultures.
- Diop, Cheik Anta and Mercer Cook, ed. *The African Origin of Civilization: Myth or Reality*. New York: Lawrence Hill & Co., 1983. This volume explores ideas about the beginnings of civilization in Africa.
- Snowden, Frank. *Before Color Prejudice: The Ancient View of Blacks*. Cambridge, MA: Harvard University Press, 1991. Snowden's thesis that racism was not an inherited trait of whites but something that evolved over time is explored.
- Van Sertima, Ivan, ed. *Egypt Revisited: Journal of African Civilization*. New York: Transaction Publishing, 1990. The text examines Egyptian civilization in the context of its place in Africa.
- _____. *They Came Before Columbus: The African Presence in Ancient America*. New York: Random House, 1976. The ideas in this book have been debated and discussed since its first publication in 1976. Sertima theorizes that Africans had been to the New World centuries before Columbus arrived there in 1492.
- Williams, Chancellor. *The Destruction of Black Civilization: Great Issues of a Race from 1500 BC to 2000 AD*. Chicago: Third World Press, 1995. The author identifies issues of significance to African Americans in this possibly controversial book.

Secondary Media:

- *Africa: A History Denied*. 48 minute video. Richmond, VA: Time Life, 1995. The video by Joel Westbrook presents a view of the ruins of the southern African Kingdom of Great Zimbabwe, explaining its past civilizations.
- *Roots of African Civilization*. 25 minute video. New York: Knowledge Unlimited, 1996. The video examines the cultures of the African continent in pre-colonial times and its effect on today's culture.
- *Trading in Africans*. 60 minute video. Princeton, NJ: Films for the Humanities, 1990. The video depicts the Portuguese and Dutch intrusion into West Africa and consequently the slave trade during the 15th century.

Middle Passage and Enslavement Resources for Elementary Teachers

Elementary Print:

- Clark, Margaret Goff. *Freedom Crossing*. New York: Scholastic, 1991. A young Southern girl finds her loyalties challenged when she returns to her home in the North and discovers her father and brother have been helping runaway slaves.
- Clifton, Lucille. *The Lucky Stone*. Illus. Dale Payson. New York: Del Corte Press, 1979. A grandmother shares stories about slavery and freedom.
- Collier, James Lincoln and Christopher Collier. *Jump Ship to Freedom*. New York: Yearling Books, 1987. In this fictional account, young Daniel Arabus and his mother are slaves in the house of a Connecticut captain. In trying to retrieve the notes that ensure his and his mother's freedom, Daniel is forced aboard a boat headed for the West Indies.
- _____. *War Comes to Willy Freeman*. New York: Yearling Books, 1987. A fictional account, a free thirteen-year-old black girl in Connecticut is caught up in the horror of the Revolutionary War and the danger of being returned to slavery when her patriot father is killed by the British.
- _____. *Who is Carrie?* New York: Yearling Books, 1987. In the final book of the three-part fictional Arabus family saga shows how a spunky black kitchen slave learns the startling truth about her family when she eavesdrops on a conversation.
- _____. *With Every Drop of Blood*. New York: Delacorte, 1994. Johnny, a Rebel boy whose father died for the South, is captured by Cush, a runaway slave and a Yankee soldier. The boys' natural enmity grows into an unlikely bond.
- Fleischner, Jennifer. *I Was Born a Slave: the Story of Harriet Jacobs*. New York: Millbrook Press, 1997. Based on Jacob's autobiography, this tells the story of her escape to the North and her life as a free Black.
- Fox, Paula. *Slave Dancer*. New York: Dell, 1973. Young Jessie, a fife player, is kidnapped from the New Orleans waterfront in 1840 and put on board a ship, where he encounters the realities of the Middle Passage.
- Fritz, Jean. *Brady*. Illus. Lynd Ward. New York: Viking Press, 1987. Brady discovered a station of the Underground Railroad in 1836. This fictional account describes its impact on his life.
- Griffin, Judith Berry. *Phoebe the Spy*. New York: Scholastic, 1992. Phoebe, daughter of a free black man, goes undercover to foil a would be assassin of General Washington in this fictional account.
- Lawrence, Jacob. *Harriet and the Promised Land*. New York: Simon & Schuster, 1993. Bold, powerful paintings by a great African-American artist vividly capture the drama of Harriet Tubman's life-long struggle to free her people from slavery.

- Lester, Julius. *From Slave Ship to Freedom Road*. Illus. Rod Brown. New York: Dial Books, 1998. With twenty-four paintings and moving text, Lester and Brown depict the course of slavery, beginning with ships sailing from Africa and continuing through the Civil War.
- _____. *Long Journey Home: Stories from Black History*. New York: Dial Press, 1968. Six true short stories about slaves and slavery.
- Reeder, Carolyn. *Across the Lines*. Illus. Robin Moore. New York: Atheneum, 1997. The siege of Petersburg during the Civil War is the setting for the experiences of two boys with different perspectives.
- Shaik, Fatima. *Melitte*. New York: Dial Books, 1997. In 1772, years of mistreatment force thirteen-year-old Melitte to decide whether or not to run away from the Frenchman who has kept her as a slave on his Louisiana farm.
- Sterne, Emma Gelders. *The Long Black Schooner: The Voyage of the Amistad*. Chicago: Follett, 1968. The Amistad was a ship pirated by its slave passengers in 1839.
- Winter, Jeanette. *Follow the Drinking Gourd*. New York: Knopf, 1992. Colorful pictures based on American folk traditions complement a text that weaves history and song to describe how runaway slaves used song to guide them to the Ohio River and the Underground Railroad.

Elementary Media:

- *Follow the Drinking Gourd: A Story of the Underground Railroad*. 30 minute video. New York: Rabbit Ears, 1997. A cartoon story is based on the traditional folksong recounting the compelling adventures of one family's escape from slavery.
- *Harriet Tubman*. 30 minute video. Irving, TX: Nast Entertainment, 1991. This is an animated biography of Tubman.
- *Middle Passage*. Simulation. El Cajon, CA: Interact, 1998. Students reenact the voyage of Africans enslaved and transported across the Atlantic during this period in history.
- *The Sellin' of Jamie Thomas: Parts I and II*. 24 minute video each. Chicago, IL: Empak Publishing, nd. In a slave auction, Jamie, his mother, and father are purchased by different masters. Jamie is comforted by his father's promise to rescue him.
- *Slavery: America's Peculiar Institution*. Video. No time. Culver City, GA: Zenger Productions, 1968. The two part video traces the history of slavery from the arrival of Africans through Emancipation.

Middle Passage and Enslavement Resources for Secondary Teachers

Secondary Print:

- Aptheker, Herbert. *American Negro Slave Revolts*. New York: International Publishing Company, 1983. Aptheker traces the history of slave revolts during the period of enslavement.
- Berlin, Ira and Barbara J. Fields, eds., and Steven F. Miller. *Free at Last: A Documentary History of Slavery, Freedom, and the Civil War*. New York: New Press, 1993. A collection of letters, personal testimony, transcripts, and various official records documents the effects of Emancipation on blacks and whites throughout the Union.
- Boles, John. *Black Southerners, 1619-1869*. Lexington, KY: University Press of Kentucky, 1983. An exploration of the lives of African Americans during this early period of the country's history.
- Curtin, Phillip D. *The Atlantic Slave Trade: A Census*. Madison: University of Wisconsin Press, 1969. An examination of the slave trade in terms of numbers involved, sources of supply, and distribution in the New World.
- Douglass, Fredrick. *My Bondage and My Freedom (1817-1895)*. Urbana, IL: University of Illinois Press, 1988. One set of memoirs of the eloquent escaped slave, who in the nineteenth century shaped the abolitionist movement and became the most influential African-American of his era.
- DuBois, W.E.B. *Suppression of the African Slave Trade to the United States 1638-1870*. New York: Cornerhouse Pub., 1970. The significance of trade and the growth of capitalistic enterprise.
- Fox, Paula. *Slave Dancer*. New York: Dell, 1973. Young Jessie, a fife player, is kidnapped from the New Orleans waterfront in 1840 and put on board a ship, where he encounters the realities of the Middle Passage.
- Frey, Sylvia. *Water from the Rock: Black Resistance in a Revolutionary Age*. Princeton, NJ: Princeton University Press, 1993. Frey argues that the black liberation movement had a major impact on how the Revolution played out in the South. Although it failed during the Revolution, it successfully continued in the postwar period as a struggle for cultural power.
- Koger, Larry. *Black Slaveowners: Free Black Slavemasters in South Carolina*. Jefferson, SC: University of South Carolina Press, 1995. The subject is unique: free black slave masters in South Carolina from 1790-1860 are revealed in a study which tells how African Americans played slave master roles in South Carolina.
- Lester, Julius. *Long Journey Home: Stories from Black History*. New York: Dial Press, 1968. Six true short stories about slaves and slavery.
- _____. *To Be a Slave*. New York: Dial Books, 1998. The humiliation and ostracism of slavery is described in vivid and often painful detail by black men and women who were once slaves themselves.

- Nell, William C. *The Colored Patriots of the American Revolution*. New York: Ayer Press, 1968. The author traces the involvement of African Americans during fighting in the Revolutionary period.
- Northrup, Solomon, Sue Eakin, and Joseph Logsdon, ed. *Twelve Years a Slave*. Baton Rouge, LA: Louisiana State University Press, 1968. The book presents a true story of a freeman, Northrup, who was for 12 years a slave. Copious footnotes provide more information on people and plantations in Louisiana during the Civil War.
- Paulsen, Gary. *Nightjohn*. Illus. Jerry Pinkney. New York: Delacorte, 1993. This carefully researched story set in the 1850's brings to light a grim part of our nation's history through the personal history of two unforgettable characters.
- _____. *Sarny*. Illus. Jerry Pinkney. New York: Bantam, 1997. The sequel to *Nightjohn* brings a slave girl to freedom and a new life after the Civil War. Sarny's story spans 94 years.
- Quarles, Benjamin, and Thad W. Tate. *The Negro in the American Revolution*. Intro. Gary B. Nash. Chapel Hill: University of North Carolina Press, 1996. Originally published in 1961, this classic work remains the most comprehensive history of the many and important roles played by African Americans during the American Revolution.
- Rinaldi, Ann. *Hang a Thousand Trees with Ribbons*. San Diego, CA: Harcourt Brace, 1996. This biography of the first African American published poet shows Wheatley's efforts to define self and fight for freedom.
- Sterne, Emma Gelders. *The Long Black Schooner: The Voyage of the Amistad*. Chicago: Follett, 1968. The Amistad was a ship pirated by its slave passengers in 1839.
- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. Boston: Houghton Mifflin, 1923. Harriet Beecher Stowe was appalled by slavery, and she took one of the few options open to nineteenth century women who wanted to affect public opinion: she wrote a novel, a huge, enthralling narrative that claimed the heart, soul, and politics of pre-Civil War Americans.

Secondary Media:

- *Africans in America: America's Journey through Slavery*. Four 90-minute videos. Boston: WGBH for Public Broadcasting System, 1998. Filmed on location across twelve states and three continents, Africans in America is the first documentary series to examine fully the history of slavery in America using a combination of vivid first-person narratives, compelling interviews with historians and descendants, rich music, and cutting-edge scholarship. From the nation's early days as an English settlement to the start of the Civil War, each episode focuses on a different chapter in the historic struggle to define freedom.
- *A History of Slavery in America*. 30 minute video. Bala Cynwyd, PA: Schlessinger Video, 1994. This is part of the Black Americans of Achievement video collection and features interviews with leading scholars in African American studies.

- *Black Sugar: Slavery from an African Perspective*. 26 minute video. Bloomington, IN: Indiana University, 1989. An old man in West Africa tells his grandson how the Africans were seized from their daily lives.
- *Blind Tom: The Story of Thomas Bethune*. 30 minutes video. Twindale, CA: Barr Films, 1987. The true story of a slave during the Civil War who was discovered to be a music prodigy. It received various awards.
- *Charlotte Forten's Mission*. 113 minute video. Botsford CT: Filmic Archives, 1996. This is the story of a young black woman who led 8,000 slaves in their transition from slavery to freedom.
- *Cinque: Freedom Fighter*. 50 minute video. Scottsdale, AZ: Teacher's Video, 1999. The documentary about Cinque, leader of the 1839 Amistad uprising, describes his life and subsequent trial.
- *Digging for Slaves*. 50 minute video. Princeton, NJ: Films for the Humanities and Sciences, 1990. This provides details of excavations of 18th century slave quarters in the south.
- *Middle Passage*. Simulation. El Cajon, CA: Interact, 1998. Students reenact the voyage of Africans enslaved and transported across the Atlantic during this period in history.
- *Nightjohn*. 96 minute videodisc. Chatsworth, CA: Image Entertainment, 1997. In this life on an 1830's cotton plantation, a proud slave teaches 12-year-old Sarny how to read.
- *Roots of Resistance: A Story of the Underground Railroad*. 60 minute video. Scottsdale, AZ: Teacher's Video, 1999. This program offers a historically accurate and compelling account of turbulent issues and events in this country prior to the Civil War. Available through the Arkansas Humanities Resource Center.
- *Roots: The Triumph of an American Family*. 6 two hour videos. New York: ABC-TV, nd. The struggle of black Americans for freedom and dignity is illustrated through the telling of one family's odyssey. Accompanying paperback available.
- *The Sellin' of Jamie Thomas: Parts I and II*. 24 minute video each. Chicago, IL: Empak Publishing, nd. In a slave auction, Jamie, his mother, and father are purchased by different masters. Jamie is comforted by his father's promise to rescue him.
- *Slave Ship*. 50 minute video. Bethesda, MD: Discovery Channel, 1997. The true story of the Amistad mutiny depicts a revolt on a slave ship.
- *Slavery: America's Peculiar Institution*. Video. No time. Culver City, GA: Zenger Productions, 1968. The two part video traces the history of slavery from the arrival of Africans through Emancipation.
- *Slavery's Buried Past*. 60 minute video. Botsford, CT: Filmic Archives, 1996. While digging a foundation for a skyscraper, New York City construction workers unearthed a centuries-old slave graveyard.
- *Slavery in the United States*. Documents portfolio. New York: Golden Owl, nd. Students are introduced to issues that dominated 18th and 19th century debates about slavery in this collection of reproductions of authentic documents.
- *Trading in Africans*. 60 minute video. Princeton, NJ: Films for the Humanities, 1990. The video depicts the Portuguese and Dutch intrusion into West Africa and consequently the slave trade during the 15th century.

Abolition and Reconstruction Resources for Elementary Teachers

Elementary Print:

- Beatty, Patricia. *Be Ever Hopeful, Hannalee*. New York: Troll, 1991. In 1865 with the war recently over, fourteen-year-old Hannalee and her recently reunited family decide to start a new life in Atlanta where jobs are plentiful as rebuilding begins.
- Cox, Clinton. *Undying Glory*. New York: Scholastic, 1993. The courageous story of the men of the 54th Regiment of Massachusetts, who fought as Union soldiers to free their brothers and sisters from slavery.
- Davidson, Margaret. *Frederick Douglass Fights for Freedom*. New York: Scholastic, 1988. Born a slave, Frederick Douglass became an abolitionist, orator, journalist, and one of the most famous freedom fighters of all time.
- Davis, Ossie. *Escape to Freedom*. New York: Viking Press, 1990. Depicting the early life of Frederick Douglass and his desire to succeed, this play emphasizes his contributions to the period.
- Declouet, Fred. *First Black Marines: Vanguard of a Legacy*. New York: Winston-Derek Publishers, 1995. The account includes Frederick Douglass in his military career.
- Hansen, Joyce. *I Thought My Soul Would Rise and Fly: The Reconstruction Era Diary of Patsy*. New York: Scholastic, 1997. Award winning author Joyce Hansen presents the inspiring story of Patsy, a freed girl who becomes a great teacher.
- Haskins, Jim. *Get on Board: The Story of the Underground Railroad*. New York: Scholastic, 1995. The dramatic history of the Underground Railroad, from the origin of its name to the end of the Civil War.
- Levine, Ellen. *If You Traveled on the Underground Railroad*. Illus. Larry Johnson. New York: Scholastic, 1993. In a question-and-answer format, the reader is introduced to the underground railroad and how it was used between 1830 and 1860 to help slaves in America escape to the North.
- Macht, Norman L. *Sojourner Truth: Crusader for Civil Rights*. New York: Chelsea, 1992. A freed slave and respected by such influential figures as Frederick Douglass and Abraham Lincoln, Truth was one of the most important woman activists of her time in her fight against slavery.
- McGovern, Ann. *Wanted Dead or Alive: The True Story of Harriet Tubman*. New York: Scholastic, 1991. After gaining freedom from slavery, Harriet Tubman vowed to help others become free also.
- McKissack, Patricia and Frederick McKissack. *Sojourner Truth: Ain't I a Woman*. New York: Scholastic, 1992. A freed slave who spoke out against slavery and became a vocal and noted activist for the rights of blacks and women.
- Robinet, Harriette Gillem. *Forty Acres and Maybe a Mule*. New York: Atheneum, 1998. Robinet takes an earnest, sometimes grim, look at the human face the human cost of Reconstruction in the South.

Elementary Media:

- *Booker T. Washington*. 30 minute video. Bala Cynwyd, PA: Schlessinger Video, 1992. Part of the Black Americans of Achievement series, this is adapted from the biography by Alan Schroeder.
- *John Henry*. 30 minute video. Rowayton, CT: Rabbit Ears, 1991. This is the story of John Henry, with score by B.B. King, the poetic legend of a steel driving competition.
- *Rediscovering America: Buffalo Soldiers*. 26 minute video. Bethesda, MD: Discovery Communications, 1997. The video captures the contributions of this African American military unit.

Abolition and Reconstruction Resources for Secondary Teachers

Secondary Print:

- Cox, Clinton. *Undying Glory*. New York: Scholastic, 1993. The courageous story of the men of the 54th Regiment of Massachusetts, who fought as Union soldiers to free their brothers and sisters from slavery.
- Davis, Ossie. *Escape to Freedom*. New York: Viking Press, 1990. Depicting the early life of Frederick Douglass and his desire to succeed, this play emphasizes his contributions to the period.
- Declouet, Fred. *First Black Marines: Vanguard of a Legacy*. New York: Winston-Derek Publishers, 1995. The account includes Frederick Douglass in his military career.
- Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: HarperCollins, 1989. Foner examines the critical contributors to the shaping of this period (abolitionists, African Americans, southern sympathizers, and the 19th century political machines), thoroughly articulating their motivations, tactics and results.
- Haskins, Jim. *Get on Board: The Story of the Underground Railroad*. New York: Scholastic, 1995. The dramatic history of the Underground Railroad, from the origin of its name to the end of the Civil War.
- James, C.L.R. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. New York: Vintage, 1989. Originally published in 1938, this is considered to be the definitive account of the first revolution in the Third World and L'Ouverture's 12-year-long slave revolt that resulted in the creation of the state of Haiti in 1803.
- Katz, William Loren. *The Black West*. New York: Doubleday, 1971. This history of the westward development of the United States focuses on the Black American settlers, explorers, soldiers, cowboys and journalists who were part of that movement.
- Litwack, Leon F. *Been in the Storm So Long: The Aftermath of Slavery*. New York: Random House, 1980. C. Vann Woodward describes this as "... a comprehensive study of the coming of freedom..." saying that " Litwack's book has no rival."
- McGovern, Ann. *Wanted Dead or Alive: The True Story of Harriet Tubman*. New York: Scholastic, 1991. After gaining freedom from slavery, Harriet Tubman vowed to help others become free also.
- McKissack, Patricia and Frederick McKissack. *Sojourner Truth: Ain't I a Woman*. New York: Scholastic, 1992. A freed slave who spoke out against slavery and became a vocal and noted activist for the rights of blacks and women.
- McPherson, James. *The Abolitionist Legacy: From Reconstruction to the NAACP*. Princeton, NJ: Princeton University Press, 1995. Originally published in 1975, McPherson offers a sweeping examination of the impact of the abolitionist movement after the Civil War.

- Moody, Ann. *Coming of Age in Mississippi*. New York: Dial Press, 1968. Anne Moody's book, written when she was twenty-eight, is both proof of her convictions and a forthright testament to the sacrifices, terror, and courage that made up the U.S. Civil Rights Movement of the 1960s.
- Moore, Wilbert. *American Negro Slavery and Abolition: A Sociological Study*. New York: Aperture Press, 1984. The author describes results of his examination of a sociological study of this period.
- Quarles, Benjamin. *Black Abolitionists*. New York: Da Capo Press, 1991. Originally published in 1969, Quarles surveys the lives and work of black abolitionists.
- Sterling, Dorothy, ed. *The Trouble They Seen: Black People Tell the Story of Reconstruction*. New York: Da Capo Press, 1994. Originally published in 1976, Sterling uses primary source materials so that African Americans express their views of the Reconstruction period.
- Trelease, Allen. *White Terror: The Ku Klux Klan Conspiracy and Southern Reconstruction*. Baton Rouge: Louisiana State University, 1995. Originally published in 1971, this was the first scholarly history of the Ku Klux Klan in the South during the Reconstruction period. Based on massive research in primary sources, it remains the most comprehensive treatment of the subject. Chapter 10 deals with the Arkansas Militia v. the KKK.
- Ware, Melva Lawson. *Frederick Douglass: Freedom's Force*. With CD-ROM. Richmond, VA: Time Life Books, 1998. The book, accompanying CD-Rom, and Teacher's Guide provide rich detail about the life and times of Frederick Douglass.
- Washington, Booker T. *Up From Slavery*. New York: Doubleday, 1998. The New York Public Library Collector's Edition of Booker T. Washington's classic is accompanied by a selection of authentic slave narratives. The volume is enhanced by a rich mix of archival material from the Library's Schomburg Center for Research in Black Culture.

Secondary Media:

- *The Black West*. 30 minute video. Norwood, MA: Beacon Films, 1982. The video provides insights into the experiences of the African American cowboys and the settler families of the late 1800's and early 1900's.
- *Booker T. Washington*. 30 minute video. Bala Cynwyd, PA: Schlessinger Video, 1992. Part of the Black Americans of Achievement series, this is adapted from the biography by Alan Schroeder.
- *Buffalo Soldiers*. 47 minute video. New York: Bill Armstrong Productions, nd. This tells the story of the Black Americans who served on the frontier in two segregated regiments following the Civil War. It uses many authentic sources and documents.

- *John Henry*. 30 minute video. Rowayton, CT: Rabbit Ears, 1991. This is the story of John Henry, with score by B.B. King, the poetic legend of a steel driving competition.
- *Rediscovering America: Buffalo Soldiers*. 26 minute video. Bethesda, MD: Discovery Communications, 1997. The video captures the contributions of this African American military unit.
- *The True Story of Glory*. 45 minute video. Burbank, CA: RCA/Columbia Pictures, 1991. The documentary of the all black 54th Regiment in the Civil War portrays the unit through period drawings, sketches, paintings, and photographs.
- *A Woman Called Moses*. 200 minute video. Scottsdale, AZ: Teachers Video, 1978. Based on the novel by March Heidish, this program recreates the life of Harriet Ross Tubman, concluding with her leadership in the suffragette movement.

Disenfranchisement and Jim Crow Resources for Elementary Teachers

Elementary Print:

- Cooper, Floyd. *Coming Home: From the Life of Langston Hughes*. New York: Philomel Books, 1994. Langston Hughes comes to life in a book for poets, dreamers, children and adults--anyone who has ever thought of what home means to them.
- Greenfield, Eloise. *Mary McLeod Bethune*. Illus. Jerry Pinkney. New York: Thomas Crowell, 1977. Greenfield documents a black woman's concern for her education and others. Bethune is founder of Bethune-Cookman College.
- Hoobler, Dorothy, Thomas Hoobler, and Rob Sauber. *Florence Robinson: The Story of a Jazz Age Girl*. Illus. Robert Sauber. New York: Silver Burdett, 1997. Unable to endure the discrimination in his small Mississippi town when he returns home from serving in France during World War I, Flo's father moves the family to Chicago, where jazz symbolizes the freedom he hopes they will find.
- Lawrence, Jacob, Illus. *The Great Migration: An American Story*. New York: Harper Collins, 1993. A pictorial history in narrative paintings tells the story of the journey of African Americans who left their homes in the South around the time of World War I and traveled in search of work and better lives in the northern industrial cities. Brief explanatory text presents Lawrence as a storyteller with words as well as pictures.
- McKissack, Patricia C. *Ma Dear's Aprons*. Illus. Floyd Cooper. New York: Athenum, 1997. Follow David Earl through the week as he shares life with his mother in the South circa 1900.
- Miller, William. *Richard Wright and the Library Card*. New York: Lew & Low, 1997. Wright, an accomplished African American author, grew up in the segregated South of the 1920's. This recounts how he read old newspapers and books from trash cans before he succeeded in gaining his own library card.
- Schubert, Frank N. *Buffalo Soldiers and the Medal of Honor, 1870-1898*. New York: People's Publishing Group, 1997. The collected biographies of the Buffalo Soldiers who were presented with the Medal of Honor.
- Tillage, Leon Walter. *Leon's Story*. Illus. Susan L. Roth. New York: Farrar, 1997. Leon tells it "like it was" to be a young black boy growing up in North Carolina in the 1930's.
- Wright, Richard A. *Native Son*. New York: Harperperennial, 1993. Originally published in 1940, the novel addresses the issue of what it means to live in a multi-racial society in which power splits among racial lines.

Elementary Media:

- *By River, By Rail*. 30 minute video. Princeton, NJ: Films for the Humanities and Sciences, nd. A number of leaders recount the story of the 20th century migration of African Americans from the South to the North.
- *Charles Drew*. 30 minute video. Atlanta, GA: History on Video, 1995. This documentary chronicles the life of an African-American physician who discovered a method for preserving the plasma portion of blood for use in transfusions.
- *Roll of Thunder, Hear My Cry*. 26 minutes video. Princeton, NJ: Films for the Humanities and Sciences, 1992. Set in the Depression era, the video is based on the book by Mildred D. Taylor about a family's struggles and triumphs.
- *Souder*. 105 minute video. Hollywood, CA: Paramount, 1996. *Souder*, based on the novel by William Armstrong, is the heartwarming story of a black sharecropper family in Louisiana during the Depression.

Disenfranchisement and Jim Crow Resources for Secondary Teachers

Secondary Print:

- Angelou, Maya. *I Know Why the Caged Bird Sings*. New York: Random House, 1996. Poet Maya Angelou recounts a youth filled with disappointment, frustration, tragedy, and finally hard-won independence after she is sent at a young age to live with her grandmother in Arkansas. Originally published in 1969.
- Griffin, John Howard. *Black Like Me*. Boston: Signet, 1996. First published in 1961, the author tells of his experiences after he darkened his skin and traveled through the South in order to find out how it feels to be black.
- Grossman, James R. *A Chance to Make Good: African Americans 1900-1929*. New York: Oxford, 1997. This volume tells the stories of African Americans who found this period difficult but also found opportunities to excel.
- Haynes, C. Rayfield. *Growing Up Colored in Mississippi*. Philadelphia: Winston-Derek, 1992. Written in 1960, Haynes traces his life growing up in the segregated South.
- Lee, Harper. *To Kill A Mockingbird*. New York: Warner Books, 1988. Originally published in 1960. Through the eyes of young Scout Finch, Harper Lee explores with rich humor and unswerving honesty the irrationality of adult attitudes toward race and class in the Deep South of the 1930's.
- Lewis, Daniel L. *When Harlem was in Vogue: An Assessment of the Period*. New York: Penguin, 1997. In his masterful and fascinating 1981 study of this era, Lewis takes a daring look at what was considered to be a successful utopian effort at assimilating and validating black culture in white America.
- Locke, Alain, ed. and Arnold Rampersad, Intro. *The New Negro*. New York: Scribner, 1997. This is a reprint of an interpretive anthology that acted as a manifesto for the Harlem Renaissance, defining the artistic and social goals of the New Negro Movement of the 1920's.
- Schubert, Frank N. *Buffalo Soldiers and the Medal of Honor, 1870-1898*. New York: People's Publishing Group, 1997. The collected biographies of the Buffalo Soldiers who were presented with the Medal of Honor.
- Sims, Patsy. *The Klan*. Louisville: University Press of Kentucky, 1996. Sims examines the Klan and its role in the political and social landscape of this country.
- Sitkoff, Howard. *A New Deal for Blacks*. New York: Oxford University Press, 1978. Sitkoff traces the emergence of civil rights as a national issue.

- Spear, Allan. *Black Chicago: The Making of a Negro Ghetto, 1890-1920*. Chicago: University of Chicago Press, 1969. This study examines the movement of large numbers of African Americans to Chicago during this period and their settlement in a part of the city.
- Watson, Steven. *The Harlem Renaissance: Hub of African-American Culture, 1920-1930*. New York: Pantheon, 1996. The *Washington Post* described the original version of this text as "a grand tour of the time, place, and driving forces behind one of the nation's greatest cultural flourishings."
- Woodson, Carter G. *The Mis-Education of the Negro*. New York: Red Sea Press, 1990. Written in the 1930's, Woodson records his observations of social and educational conditions affecting African Americans in a sometimes scholarly text.
- Woodward, C. Vann. *The Strange Career of Jim Crow*. New York: Oxford University Press, 1989. This is the classic 1955 study of the period of strict segregation in the South as well as elsewhere in the nation.
- Wright, Richard A. *Native Son*. New York: Harperperennial, 1993. Originally published in 1940, the novel addresses the issue of what it means to live in a multi-racial society in which power splits among racial lines.

Secondary Media:

- *Black Like Me*. 107 minute video. Los Angeles: Hilltop Company, 1992. Based on the book by John Howard Griffen, this captures the experiences of a white writer who chemically darkens his skin to experience life as an African American.
- *Charles Drew*. 30 minute video. Atlanta, GA: History on Video, 1995. The documentary chronicles the life of an African-American physician who discovered a method for preserving the plasma portion of blood for use in transfusions.
- *Goin' to Chicago: The Great Migration of African Americans from the South to the North*. Video. 58 minutes. Little Rock: Arkansas Humanities Council, 1994. The video chronicles the great migration of African Americans from the rural South to Northern and Western cities between 1917 and 1970.
- *The Long Walk Home*. 98 minute video. Van Nuys, CA: Live Home Video, 1991. The story of the experiences of two women who find common ground during the famous Montgomery Bus boycott.
- *Miles of Smiles: Years of Struggle*. Video. 60 minutes. Little Rock: Arkansas Humanities Council, 1983. Presented is the story of black porters who formed the first black American trade union in 1925 under the leadership of A. Phillip Randolph.
- *Native Son*. 52 minute video. Princeton, NJ: Films for the Humanities and Sciences, 1997. Richard Wright is chronicled as a fearless documenter of racism and a literary genius.

- *The Promised Land*. 225 minutes in three videos. Discovery Channel, 1995. This tells of the 1940's exodus of nearly 5 million African Americans from the South to the North using first-person recollections and archival footage.
- *The Promised Land*. 60 minute video. Boston: Blackside, 1990. From the series *Eyes on the Prize*, this segment highlights the era of disenfranchisement and its effect in migration of African Americans within the U.S.
- *Raisin in the Sun*. 128 minute video. Burbank, CA: Columbia, 1987. Based on the play by Lorraine Hansberry, the story tells about a struggling black family living in Chicago who receives an unexpected bequest.
- *Road to Brown*. 47 minute video. Little Rock: Arkansas Humanities Council, 1990. The story of segregation and the assault on it which launched the Civil Rights movement.
- *The Road to Freedom: The Vernon Johns Story*. 91 minute video. Focusing on segregation, police abuse, and economic exploitation, a black minister calls his congregation to stand up for their rights.
- *Roll of Thunder, Hear My Cry*. 26 minutes video. Princeton, NJ: Films for the Humanities and Sciences, 1992. Set in the Depression era, the video is based on the book by Mildred D. Taylor about a family's struggles and triumphs.
- *Roots: The Next Generation*. 7 90 minute videos. New York: Warner, nd. The sequel to *Roots*, this is a continuation of Alex Haley's research and family remembrances extending from the Reconstruction era to the 1970's.
- *Souder*. 105 minute video. Hollywood, CA: Paramount, 1996. *Souder*, based on the novel by William Armstrong, is the heartwarming story of a black sharecropper family in Louisiana during the Depression.
- *To Kill A Mockingbird*. 129 minute video. Hollywood, CA: Universal, 1962. Based on the book by Harper Lee, life in a small Alabama town comes to life when a white lawyer represents a black defendant in a criminal trial.
- *W.E.B. DuBois of Great Barrington*. 60 minute video. Little Rock: Arkansas Humanities Council, 1992. This program focuses on DuBois' childhood and his early realization that he had a place in history.

Elementary Print:

- Adolf, Arnold. *Brothers and Sisters*. New York: MacMillan, 1970. A collection of twenty short stories spanning over forty years.
- Angelou, Maya. *Kofi and His Magic*. Photographs by Margaret Courtney-Clarke. New York: Clarkson Potter, 1996. Kofi, a child from the West African town of Bonwire, takes readers on a journey from Bonwire to northern Africa, to his school, to a festival, and to the ocean, sharing a snapshot of his daily life and culture.
- Applegate, Katherine. *The Story of Two American Generals: Benjamin O. Davis, Jr. and Colin L. Powell*. New York: Gareth Stevens, 1995. The author compares and contrasts the lives of two African Americans who had great success in the military.
- Bray, Rosemary L. *Martin Luther King*. Illus. Malcah Zeldis. New York: Mulberry, 1997. Vivid full-page paintings in a folk art style give special strength to a straightforward biography of the civil rights leader.
- Caines, Jeanette. *Just Us Women*. Illus. Pat Cummings. New York: Harper & Row, 1982. Children on a special shopping trip allow this book to show a special relationship and the kind of adventure that children always remember.
- Cohen, Barbara. *Thank You, Jackie Robinson*. New York: Beach Tree Books, 1997. The humorous touching story of an unlikely friendship between two die-hard baseball fans who come from different races, religions and generations.
- Coleman, Evelyn. *White Socks Only*. Illus. Tyrone Geter. New York: Albert Whitman, 1996. This is the story of a young Mississippi girl's coming face to face with the harsh realities of racism.
- Deneberg, Barry. *Stealing Home: The Story of Jackie Robinson*. New York: Scholastic, 1997. The biography of the first black major league baseball player, whose courage in fighting for racial equality made him one of the greatest heroes in American history.
- Duncan, Alice Faye. *Willie Jerome*. Illus. Tyrone Geter. New York: Athenum, 1995. A young boy's trumpet playing in an urban setting irritates his neighbors while his sister believes in his ability to create cool jazz.
- Goldstein, Margaret J. and Jennifer Larson. *Jackie Joyner-Kersey: Superwoman*. Windsor, CA: National Women's History Institute, nd. This book describes an Olympic champion who works with youngsters to achieve their dreams.
- Gordy, Berry, Sr. *Movin' Up*. New York: Harper & Row, 1979. A biographical account by his son, the founder of Motown Records, of the life of his father, "Pop" Gordy.
- Greenfield, Eloise. *For the Love of the Game: Michael Jordan and Me*. Illus. Jan Spivey Gilchrist. New York: Harpercrest, 1997. An inspirational poem encourages children to live with the determination and passion embodied by Michael Jordan, explaining the benefits of listening to their inner voices and looking to those who love and support them.
- _____. *Honey, I Love and Other Love Poems*. Illus. Diane and Leo Dillon. New York: Harperfestival, 1995. The sixteen poems explore facets of a young black girl's warm, loving relationships with family, friends, and schoolmates.

- _____. *Paul Robeson*. Illus. George Ford. New York: Thomas Crowell, 1975. This Jane Addams Children's Literature winner presents a straightforward account of Robson's life as actor and singer.
- _____. *Rosa Parks*. New York: HarperCollins, 1996. The Greenfield biography of the woman whose actions on a city bus precipitated a sea change in civil rights in the country.
- Johnson, Angela. *When I Am Old With You*. Illus. David Soman. New York: Orchard Books, 1993. The story shows the love, respect and influence of two generations as an African-American grandfather/grandson share adventures.
- King, Casey, and Linda Barrett Osborne, contributor. *Oh, Freedom!: Kids Talk About the Civil Rights Movement with the People Who Made It Happen*. New York: Knopf, 1997. The volume presents a personal look at the civil rights movement of the 1950's and 1960's through interviews that constitute an historical account.
- Mendez, Phil. *The Black Snowman*. New York: Scholastic, 1991. A disillusioned boy discovers his culture and self-worth by befriending a snowman.
- Museum of American Political Life. *Black Voting Rights: The Fight for Equality*. New York: Golden Owl, 1992. A collection of cartoons, lithographs, editorials and similar documents is accompanied by a reproducible guide for activities based on the collection.
- Newton, Deborah M. Chocolate. *Kwanzaa*. Illus. Melodye Rosales and Melody Rosales. The authors discuss the holiday in which Afro-Americans celebrate their roots and cultural heritage from Africa.
- _____. *My First Kwanzaa Book*. Illus. Cal Massey. New York: Cartwheel, 1992. A joyful introduction to the history and practices of Kwanzaa, the annual week-long celebration of African American heritage.
- Pinkney, Andrea Davis. *Seven Candles for Kwanzaa*. Illus. Brian Pinkney. New York: Dial Books, 1993. The book explains this holiday, coinciding with Christmas and inspired by African harvest festivities. The lighting of the seven candles symbolizes seven different principles.
- Pinkney, Gloria Jean. *The Sunday Outing*. New York: Dial Books, 1994. Ernestine, the young heroine of Back Home, and her great-aunt Odessa often ride the trolley to the railroad station to watch the trains from North Carolina come in. When Ernestine finally travels on a train to the place of her birth, everyone in her family sacrifices something to make her trip possible.
- Robinson, Rachel. *Jackie Robinson: An Intimate Portrait*. New York: Abradale Press, 1998. This rich collection of 301 black-and-white photographs, published in time for the 50th anniversary of the integration of professional baseball in 1947, chronicles the life of Jackie Robinson, one of America's most beloved—and least-known—sports heroes.

Elementary Media:

And the Children Shall Lead. 58 minute video. Salt Lake City, UT: WonderWorks, 1997. The civil rights movement is examined through the eyes of a 12-year-old black child living in a southern town.

Black Americans of Achievement. 10 video set. 30 minutes each video. Bala Cynwyd, PA: Schlessinger Video, 1994. The stories of ten influential African Americans are told through remembrances by those who know them.

Martin Luther King, Jr: I Have a Dream. 30 minute video. Oak Forest, IL: MPT Home Video, 1987. (Available from Arkansas Humanities Council) This highlights the Martin Luther King's famous speech at the Lincoln Memorial.

The Struggle for Civil Rights. 5 posters. New York: Knowledge Unlimited, 1994. Covering two centuries of the civil rights movement, five full-color posters identify key participants and major milestones.

A Time to be Remembered: A Juneteenth Story. 58 minute video. Wilkes-Barre, PA: Karol Media, 1997. This is a portrait-filled sketch of African American history, featuring the oldest African American celebration.

We Shall Overcome. 10 minute film. No production information. The title song and other songs of the civil rights movement express the spirit and hope of the people engaged in this struggle.

We Shall Overcome. 20 minute video. Madison, WS: Knowledge Unlimited, 1989. The history of the civil rights movement accompanied by a discussion booklet, focusing on the events of the 1950's and 1960's.

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Arkansas Resources for African-American Studies

General Resources:

- Adams, Julianne Lewis and Thomas A. DeBlack. *Civil Obedience: An Oral History of School Desegregation in Fayetteville, Arkansas 1954-1965*. Fayetteville, AR: University of Arkansas Press, 1994. The writers analyze the process by which Fayetteville public schools were desegregated after Brown vs. Board of Education. S
- *Arkansas Historical Quarterly*, XLIV (Autumn 1985), 222-245. A useful survey showing blacks were not politically excluded until the passage of the 1891 election law. S
- Arnold, Morris. *Unequal Laws Unto a Savage Race: European Legal Traditions in Arkansas, 1686-1836*. Fayetteville: University of Arkansas Press, 1985. Technical reference manual on early laws in Arkansas. Use as reference. S
- Arvey, Verna. *In One Lifetime*. Fayetteville: University of Arkansas Press, 1984. The widow of the black composer William Grant Still remembers his life. S
- Ashmore, Harry S. *An Epitaph for Dixie*. NY: Norton, 1958. An optimistic analysis of Southern race relations by a onetime editor of the Arkansas Gazette. S
- Barker, John. "Blood in the Delta, the Elaine Race Riots of 1919." *Arkansas Times*, IX (April 1983), 32-38. A modern overview. S
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- Bates, Daisy. *The Long Shadow of Little Rock: A Memoir*. (New York: David McKay Co., 1962. Reprinted Fayetteville: University of Arkansas Press, 1986.) An award winning remembrance by the black female leader during the 1957 integration crisis. S
- Battle, Lucious C. "Reubin Battle--Civil War Veteran." *Stream of History*, XXIII (Summer 1986), 9. A black veteran and farmer is remembered. S
- Battle, Lucious C., ed. "A Newspaper Clipping History of Blackville." *Stream of History*, XXIV (Fall 1987), 4-7. A Jackson County black community developed by Pickens Black. Based on a 1933 newspaper article. S
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- "Carolyn Dye: Date of Birth," *Stream of History*, V (October 1967), 41. Sketch of a black fortune teller. S
- Clifton, Robbie L. "Educational Development of the African Methodist Episcopal Church in Arkansas: Bethel University." *Clark County Historical Quarterly* (1983), 55-74. An excellent and documented summary of the early years of the black institution now known as Shorter College. S
- Cochran, Robert. *Our Own Sweet Sounds: A Celebration of Popular Music in Arkansas*. Fayetteville: University of Arkansas Press, 1996. Brief biographies of musicians from Arkansas including several African Americans. S
- Coleman, Audry M., ed. *The Looking Glass: Tribute to a Proud Arkansas Heritage*. Little Rock: Arkansas Writers Project, 1991. This small book (23 pp.) consists of brief profiles and statements of 18 female African-Arkansans. S
- Cortner, Richard. *A Mob Intent on Death: The NAACP and the Arkansas Riot Cases*. Middletown, CT: Wesleyan University Press, 1986. Excellent analysis of the aftermath of the Elaine Race Riot. S
- Cothran, Tilman C. and William M. Phillips, Jr. "Expansion of Negro Suffrage in Arkansas." *Journal of Negro Education*, XXVI (Spring 1957), 287-296. S
- Cottingham, Jan and Michael Haddigan. "Black Power," *Arkansas Times*, February 13, 1968, 12ff. A series of articles in this issue relate the increasing visibility and past history of African American contributions to Arkansas. S
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- _____. *Floods, Mud, Trains, and Cotton: Arkansas' Land of Riches*. (Helena: Delta Cultural Center, nd.) A small booklet on the Delta's geography and its people and industry. E,S
- Desmarais, Ralph H. "Military Intelligence Reports on Arkansas Riots: 1919-1920." *Arkansas Historical Quarterly*, XXXIII (Summer 1974), 175-191. An important source on the Elaine riot. S
- Dillard, Tom W. "Golden Prospects and Fraternal Amenities: Mifflin W. Gibbs's Arkansas Years." *Arkansas Historical Quarterly*, XXXV (Winter 1976), 307-333. Gibbs, a prominent post-Reconstruction black leader, found the Arkansas racial climate less oppressive than popular perception might suggest. S
- _____. "Isaac Gillam: Black Pulaski Countian." *Pulaski County Historical Review*, XXIV (March 1976), 6-11. Gillam was a Little Rock alderman, county coroner, and state legislator. S
- _____. "Perseverance: Black History in Pulaski County, Arkansas, An Excerpt." *Pulaski County Historical Review*, XXXI (Winter 1983), 62-73. Deals with black leadership and economic trends in early twentieth-century Pulaski County. S
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- _____ . "Three Important Black Leaders in Phillips County History." *Phillips County Historical Quarterly*, XIX (December 1980/March 1981), 10-23. Includes brief biographical sketches of William H. Grey, J.N. Donohoo, and Elias Camp Morris. S
- _____ . "To the Back of the Elephant: Racial Conflict in the Arkansas Republican Party." *Arkansas Historical Quarterly*, XXXIII (Spring 1974), 3-15. Following the onset of segregation, even the Republicans abandoned the blacks. S
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- Dunnavant, Lola. "Long Halls Growing Darker; Little Rock Central High, 1958-1959." *Pulaski County Historical Review*, XXXVII (Fall 1989), 46-59. Diary entries by a Central High School librarian. S
- _____ . "Steel Helmets Under a September Sun; Little Rock Central High, 1957-1958." James R. Eison, ed. *Pulaski County Historical Review*, XXXVII (Summer 1989), 22-34. Part I of the diary. S
- Elliott, Charles. "The Story of Anthony Bewley, Methodist Preacher, Charged With Being an Abolitionist." *Washington County Flashback*, X (October 1960), 15-26. S
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- _____ . "From Rock Street to Oak: The Relocation of the Batesville Black School, 1892-1905." *Independence County Chronicle*, XXV (April-July 1984), 16-23. An impressive analysis of how Batesville relocated a black school to a segregated neighborhood. S
- Finley, Randy. "Black Arkansans and World War One." *Arkansas Historical Quarterly*, XLIX (Autumn 1990), 249-277. Black optimism that the war would promote a more tolerant racial climate in Arkansas soon waned. S
- _____ . "Black Women in Arkansas." *Pulaski County Historical Review*, XXXV (Summer 1987), 26-37. Useful information on a neglected topic. S
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- _____. "John Hanks Alexander of Arkansas: Second Black Graduate of West Point." *Arkansas Historical Quarterly*, XLI (Summer 1982), 103-128. Early death cut short the career of this 1887 graduate. S
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- _____. "She Put Newport on the Map: A Biography of Aunt Carolyn Dye." *Stream of History*, V. (January 1967), 17-18, 28-32. Carolyn Dye was a seer who drew large crowds of both blacks and whites. S
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- _____. "The Negro in Craighead County: Civil War and Reconstruction." *Craighead County Historical Quarterly*, XIV (Winter 1976), 2-10. A useful beginning. S
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- Spitzberg, Irving J., Jr. *Racial Politics in Little Rock, 1954-1964*. New York: Garland Publishing, 1987. Detailed look at the politics of desegregation. S
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- Still, Judith Ann, Michael J. Dabrishus, and Carolyn L. Quin. *William Grant Still: A Bio-Bibliography*. New York: Greenwood Publishing, 1996. This is the first book about Still that utilizes diaries, letters, scrapbooks, and family papers to provide information on his works and performances. S
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- Thomas, Charles. *Jelly Roll: A Black Neighborhood in a Southern Mill Town*. Little Rock: Rose Publishing Co., 1986. Story of black life in Calion, Union County. S
- Thomas, Lorenzo. "For Bluesman Sonny Boy Williamson, Pass the Biscuits One More Time." *Arkansas Times*, V (June 1979), 24-31. Black Arkansas blues performer.
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- _____. "The Radical and The Moderate: A Study of the Arkansas and Louisiana Legislatures Between May, 1954 and May, 1957." *Ozark Historical Review*, VI (Spring 1977), 17-25. S
- Vogler, Myrtle C. "Negroes of Area Joined Back to Africa Movement in 1892." *Independence County Chronicle*, XVI (January 1975), 46-57. A useful look on the phenomenon in a hill country. S
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- Walter, Mildred Pitts. *The Girl on the Outside*. New York: Lothrop, Lee & Shephard, 1982. An account of the Central High Crisis of 1957 told through the eyes of two fictional students, enabling the author to paint a very personal account of an enormous event. E,S
- Walz, Robert B. "Arkansas Slaveholdings and Slaveholders in 1850." *Arkansas Historical Quarterly*, XII (Spring 1953), 38-74. A statistical study based on census records with charts and name lists. S
- Waterman, J.S. and E.E. Overton. "The Aftermath of Moore v. Dempsey," *Arkansas Law Review*, VI (Winter 1951-1952), 1-7. U.S. Supreme Court case growing out of the Elaine Race Riot. S
- Wenzel, Carol N. "Freedmen's Farm Letters of Samuel and Louisa Mallory to `our absent but ever remembered boy' in McHenry County, Illinois," *Journal of Illinois State Historical Society*, LXXIII (Autumn 1980), 162-176. Mallory was the superintendent of a freedmen's farm in Jefferson County, 1864-1866. S
- Weston, Velma Joe. "Greenwood Baptist Church." *The Record*, XXIX (1988), 38-40. A brief historical sketch of a black congregation, established in 1907 near Hot Springs. S
- Westwood, Howard C. "The Reverend Fountain Brown: Alleged Violator of the Emancipation Proclamation." *Arkansas Historical Quarterly*, XLIX (Summer 1990), 107-123. A Methodist minister may have been the only person convicted of violating the Emancipation Proclamation. S

- Whayne, Jeannie M. "The Segregated Farm Program in Poinsett County, Arkansas." *Mississippi Quarterly*, XLV (Fall 1992), 421-38. The New Deal went along with local segregation traditions. S
- Wheeler, Elizabeth L. "Isaac Fisher: The Frustrations of a Negro Educator at Branch Normal College, 1902-1922." *Arkansas Historical Quarterly*, XLI (Spring 1982), 3-50. The fate of black higher education in the age of segregation is illustrated in this biographical study. S
- Williams, C. Fred, "Frustration Amidst Hope: The Land Grant Mission of Arkansas A.M.&N. College, 1873-1972." *Agricultural History*, LXV (Spring 1991), 115-130. S
- Williams, Nudie E. "Bass Reeves: Lawman in the Western Ozarks." *Negro History Bulletin*, XLII (April/May/June 1979), 37-39. Deputy Reeves rode for Hanging Judge Isaac C. Parker. S
- _____. "Black Political Patronage in the Western District of Arkansas, 1871-1892." *Fort Smith Historical Society Journal*, XI (September 1987), 5-8. An interesting look at a black court bailiff, George S. Winston. S
- Wise, Dorothy B. "St. Mary's Episcopal Church, 1905-1966." *The Record*, XXVI (1985), 17-23. Story of a Hot Springs black Episcopal church, with biographical sketches of priests. S
- Woods, Henry and Beth Deere. "Reflections on the Little Rock School Case." *Arkansas Law Review*, XIV (Number 4 1991), 972-1006. Especially useful for the post-Faubus era desegregation history. S
- Zorn, Roman J. "Arkansas Fugitive Slave Incident and Its International Repercussions." *Arkansas Historical Quarterly*, XVI (Summer 1957) 139-144. Fayetteville slave Nelson Hackett, who escaped to Canada on a stolen horse, was surrendered to Arkansas officials on a felony warrant. S

Media:

- *Against the Odds*. 30 minute video. Little Rock: Arkansas Humanities Resource Center, 1984. The struggle of the first blacks to be admitted to the University of Arkansas. E,S
- *And So I Sing*. 30 minute video. Little Rock: Arkansas Humanities Resource Center, 1996. The video documents the lives and accomplishments of seven African American classical musicians. Twenty framed photographs can be hung or exhibited on easels to accompany the video. E,S
- *As We See It: Hope, Arkansas, High School*. Conway: AETN, 1990. Documents voluntary desegregation in the city's high school. E,S

- *As We See It: Little Rock Central High School*. Conway: AETN, 1993. Explores the progress since 1957, concluding that the school has gone beyond desegregation to true integration. E,S
- *CeDell Davis: I Don't Change*. 30 minute video. Little Rock: Arkansas Humanities Resource Center, 1984. Blues guitarist Davis takes us on a journey to his "blues" past in the Arkansas Delta. E,S
- *Finding Your Family Folklore*. Tabletop exhibit. Little Rock: Arkansas Humanities Resource Center, 1985. The exhibit leads viewers on a scavenger hunt through rooms of their homes and illustrates the kinds of folklore they might find. Lesson plans are included, making this valuable for students' gathering of local and family history. E,S
- *The Gathering*. Conway: AETN, 1995. A recreation of a slave gathering by actors at the Arkansas Territorial Restoration. E,S
- *Luther*. 10 minute video. Conway: AETN, 1995. Documentary reenacted at the Arkansas Territorial Restoration. Luther was a slave of James McVicar. He recalls the conflicts about slaves learning to read and write. E,S
- *Persistence of the Spirit*. Twenty-four freestanding panels. Little Rock: Arkansas Humanities Resource Center, 1986. Three hundred years of African American life in Arkansas, from territorial days to 1986, are documented with rare photographs and artifacts. Video and companion guide also available. E,S
- *William Grant Still Conducts William Grant Still*. Recording. Little Rock: Arkansas Humanities Council, nd. The recording captures Still's music, underlaid by blues, rhythms, and spirituals raised to classical heights. E,S
- *Work Will Win*. Video and Teacher's Guide (Little Rock: Arkansas Humanities Council, 1994.) A document and lesson plans on the history of an east Arkansas school for African Americans. E,S

Field Studies:

- Delta Cultural Center, P.O. Box 509, Helena 72342, (870)338-8919. This Museum is located in a reconstructed historic 1913 railway depot. Exhibits provide details on many facets of life in eastern Arkansas with an emphasis on the role played by African Americans. Tours are available on request. No admission charge.
- Fargo Agricultural Museum, Rt. 2, Box 291, Brinkley 72021, (870)734-4040. Exhibits focus on the history of the school and how African Americans lived and worked in the early 1900's. Call for reservations.

GUIDE TO BLACK HISTORY MATERIAL AT THE ARKANSAS HISTORY COMMISSION

OCTOBER 2000

NEWSPAPERS

- **ARKANSAS FREEMAN** (Little Rock) Mar. 28 - Dec. 19, 1896 2 issues (on Roll No. 7, Misc. Ark. Newspapers)
- **AMERICAN GUIDE** (Little Rock) Mar. 28 - Dec. 19, 1896 26 issues (on Roll No. 7, Misc. Ark. Newspapers)
- **ARKANSAS WEEKLY MANSION** (Little Rock) June 23, 1883 - Nov. 21, 1885 (scattered issues) (See also Roll No. 4, Negro Newspapers, and Roll No 7, Misc. Ark. Newspapers)
- **ARKANSAS MIRROR** (Pine Bluff) 1969 - 1970 1 roll
- **ARKANSAS SCHOOL NEWS** (Stamps) February, 1915 (filed under "Education") 1 issue
- **ARKANSAS WEEKLY SENTINEL** (Little Rock) Nov. 1978 - June 1980 1 roll
- **ARKANSAS STATE PRESS** (Little Rock) May 9, 1941 - Oct. 30, 1959; April 25, 1984 - March 25, 1993 12 rolls
- **ARKANSAS SURVEY** (Little Rock) Sept. 20, 1924 1 issue (on roll No. 7, Misc. Ark. Newspapers)
- **ARKANSAS SURVEY - JOURNAL** (Little Rock) Sept. 28, 1940 1 issue (One roll No. 7, Misc. Ark. Newspapers)
- **ARKANSAS WORLD** (Little Rock) Sept. 2, 1940 1 issue (On roll No. 7 Misc. Ark. Newspapers)
- **BAPTIST VANGUARD** (Little Rock) Sept 29, 1893 - Mar 25, 1897; May 10, 1951 - Sept. 10, 1981 2 rolls
- **FORREST CITY HERALD** (Forrest City) Feb. 29 - April 11, 1896 (on roll No. 7 Misc. Ark. Newspapers) 7 issue
- **LITTLE ROCK REPORTER** (Little Rock) Sept. 27, 1904 (on roll No. 7 Misc. Ark. Newspapers) 1 issue

- **NEGRO SPOKESMAN** (Pine Bluff) March 7 - March 14, 1941 2 issues
- **PINE BLUFF WEEKLY HERALD** (Pine Bluff) Jan. 27, 1900 (on roll No. 4 Negro Newspapers) 1 issue
- **PINE BLUFF PRESS** (Pine Bluff) July 20, 1940 (on roll No. 7 Misc. Ark. Newspapers) 1 issue
- **THE REPORTER** (Helena) Feb. 1, 1900 (on roll No. 4 Negro Newspapers) 1 issue
- **SOUTHERN CHRISTIAN RECORDER** (Little Rock) Sept 28, 1940 (on roll No. 7 Misc. Ark. Newspapers) 1 issue
- **SOUTHERN MEDIATOR** (Little Rock) Nov. 9, 1979 - Jan. 25, 1985 3 rolls
- **STATE WEEKLY NEWS** (Little Rock) April 8, 1976 - May 12 1977 1 roll
- **TWIN CITY PRESS** (Little Rock) June 22, 1940 (on roll No. 7 Misc. Ark. Newspapers) 1 issue

NON-ARKANSAS NEWSPAPERS

- **THE FREEMAN** (Indianapolis, IN) Dec. 2, 1886 - Sept. 14, 1895 4 rolls
- Three (3) rolls of miscellaneous Negro newspapers microfilmed by the Library of Congress Gen. M/F: Negro

U. S. CENSUS RECORDS

- Population Schedules 1790 - 1920 for Arkansas and selected other states
- Productions of Agriculture 1850 - 1880 for Arkansas
- Mortality Schedules 1850 - 1880 for Arkansas and selected other states

- Slave Schedules 1850 - 1860 for Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina , South Carolina, Tennessee, Texas and Virginia
- Manufactures census 1850 - 1880 for Arkansas
- Printed Indexes to U. S. Census records 1790 - 1870 for Arkansas and selected states
- Soundex indexes 1880, 1900 - 1920 for Arkansas and selected other states

U. S. MILITARY RECORDS

- Registers of Enlistments in the U. S. Army 1798 - 1884 (No index)
- Index to Black soldiers in Union service during the Civil War, U. S. C. T.
- **The Roster of Union Soldiers 1861 - 1865: United States Colored Troops (2 Vols.)**
- General Index to U. S. Military Pensions 1861 - 1934
- Census of Union Veterans and Widows 1890 (incomplete)
- Index to First World War Discharge and Death Records for Arkansas
- Draft Registration Records for the First World War for Arkansas

COUNTY RECORDS ON MICROFILM

- Selected records of 76 Arkansas counties 1797 - 1950
- Soundex to Mississippi County Marriages (2 sets)
- South Carolina Will Transcripts, Early Tax Records, and Memorials Relating to Early Land Titles
- W.P.A. Abstracts of Tennessee County Records
- East Texas Tax Records

BAPTIST RECORDS

- Records of annual reports, minutes, and other publications of selected Arkansas African-American Baptist Associations, and other organizations 1867 - 1951 3 rolls.

LEGISLATIVE RECORDS ON MICROFILM

- Acts of Arkansas 1819 1989
- Journals of the Senate 1819 - 1981
- Journals of the House 1819 - 1981
- Constitutional Convention material 1836 - 1970

MANUSCRIPT COLLECTIONS ON MICROFILM

- French Louisiana Records 1694 - 1806 102 rolls
- 1957 Little Rock Newspaper and Magazine File (find in Gen. M/F File: Integration) 2 rolls
- Records of the Annual Conference of the African Methodist Episcopal Church in Arkansas 1868 - 1895 1 roll
- Scrapbooks of Gov. Orval E. Faubus 1954, 1956 - 1957 1 roll
- Report of Lawlessness and Violence in Arkansas 1866 - 1867 (filed in Gen. M/F File: Reconstruction) 1 roll
- Freedmen's Bureau Records 78 rolls
 - Records of the Assistant Commissioner for Arkansas 1865 - 1869
 - Records of the Superintendent of Education 1865 - 1868
 - Field Office Records 1863 - 1868
- County School Supervisors' Annual Reports for Arkansas School District 1936 - 1980 107 rolls
- Local School District Censuses 1925 - 1970 (Prairie, Madison, and selected other counties)
- Kinney Rollins Papers 1918 - 1957 1 roll
- Registers of Depositors in Freedmen's Bank and Trust Company Banks 6 rolls
 - Little Rock 1871 - 1874
 - Memphis, Tenn. 1865 - 1874
- U. S. Department of Justice Letters Received from Arkansas 1871 - 1884 (filed in Gen. M/F File: Justice) 5 rolls
- Records of the [Catholic] Dioceses of Louisiana and the Florida's 1576 - 1803 12 rolls

- Records of the State Superintendent of Education 1873 - 1942 6 rolls
- Records of the U. S. District Court for the Eastern District of Arkansas 1865 - 1917 (filed in Gen. M/F File: Justice) 7 rolls
- Official Papers of Gov. Carl E. Bailey 1937 - 1941 24 rolls
- Scrapbooks of Gov. Charles H. Brough 1876 - 1942 7 rolls
- Records of the Arkansas Supreme/Supreme Court 1808 - 1874
- Arkansas Baptist College Records 1899 - 1934 (filed under "Education") 3 rolls
- Papers of Capt. G. A. A. Deane 1862 - 1865 1 roll
- Arkansas Trade School Papers, Pine Bluff, Arkansas 1949 - 1951 (filed in Gen. M/F File: Trade School) 7 rolls
- Port of New Orleans, LA., Out Ward Bound Slave Manifests 1812 - 1860 (filed in Gen. M/F File: Slaves) 12 rolls
- Port of New Orleans, LA., Inward Bound Slave Manifests, 1807 - 1860 (filed in Gen. M/F File: Slaves) 12 rolls
- General Education Board: Early Southern Program 1901 - 1960 (filed in Gen. M/F File: Education Board) 7 rolls
- M. W. Prince Hall Grand Lodge History 1872 - 1972 (filed in Gen. M/F File: Pine Bluff) 1 roll
- Curtis Sykes Collection of Black History Material 2 rolls
- Pine Bluff and Jefferson County Black Education Material 1958 - 1970 (filed in Gen. M/F File: Pine Bluff) 1 roll
- Women's Emergency Committee 1958 - 1963
- Papers of William Pickens 1905 - 1954 (filed in Gen. M/F File: Pickens) 27 rolls

MANUSCRIPT COLLECTIONS

Papers of the following governors:

- Powell Clayton 1868 - 1871
- Elisha Baxter 1873 - 1874
- George W. Hays 1913 - 1917
- John E. Martineau 1926 - 1928
- Francis Cherry 1952 - 1955
- J. Marion Futrell 1934 - 1937
- Ben T. Laney 1945 - 1948
- Homer Atkins 1928 - 1964
- Thomas C. McRae 1921 - 1925
- Harvey Parnell 1928 - 1933
- Ira McLean Barton Military Papers 1857 - 1869
- Roswell Beebe Letter 1830 - 1865
- Calvin C. Bliss Papers 1841 - 1906
- James F. Cooley Collection 1952 - 1975
- Elliott Fletcher Collection 1822 - 1885

- Williams S. Fulton Papers 1807 - 1929
- Fulton-Wright Family Papers 1825 - 1891
- George Lehman Hines Family Collection 1883 - 1983
- Dr. Roscoe G. Jennings Papers 1847 - 1900
- John E. Little Plantation Records 1872, 1902 - 1954
- Lowden Plantation Records 1922 - 1930
- Pulaski County Democratic Central Committee Scrapbooks 1906 - 1964
- Strong-McColloch Family Papers 1825 - 1920
- William E. Woodruff Papers 1810 - 1882
- W. P. A. Ex-Slave Interviews 1936 - 1941
- W. P. A. Federal Writers Project Folklore Collection 1936 - 1938
- W. P. A. Writers Project Archives 1935 - 1941

PHOTO-ARCHIVES

- "Persistence of the Spirit" Photographs
- U. S. Farm Security Administration and Office of War Information Photographs (on microfiche) 1935 - 1946

For more information, see Photograph Card File Index.

OTHER FILES

See:

- Small Manuscript Collection (SMC)
- Biographical File
- Subject/Place File
- Book Card File

Resources for Racial Sensitivity and Awareness

Print:

- Banks, James, ed. and Cherry A. McGee Banks, ed. *An Introduction to Multicultural Education*. Boston: Allyn and Bacon, 1998. The book describes goals of multicultural education, including Banks' five dimensions of multicultural education. It devotes an entire chapter to curriculum, clearly outlining the difference between curriculum transformation and curriculum integration of ethnic and cultural content.
- _____. *Handbook of Research on Multicultural Education*. New York: Macmillan, 1995. The handbook provides an overview of major theory and research in multicultural education. It is an invaluable reference work on this subject.
- _____. *Multicultural Education: Issues and Perspectives*. Boston: Allyn and Bacon, 1996. Edited by two leading authors in the field, this contributed book offers a comprehensive view of multicultural education. It is designed to help preservice and inservice teachers address the needs of students from both gender groups, various social classes, religions, and ethnic and cultural groups.
- _____. *Teaching Strategies for Ethnic Studies*. Boston: Allyn and Bacon, 1984. The text is designed to help teachers conceptualize and implement a democratic, thoughtful, and just curriculum that honors and reflects the experiences, hopes, and dreams of all Americans.
- Bay Area Global Education Program. *Understanding Our Cultural Diversity*. Palo Alto, CA: Stanford Program on International and Cross-Cultural Education, 1985. This K-12 teaching guide improves students' abilities to accept and appreciate people of diverse ethnic backgrounds, including how diversity contributes to American life.
- Bennett, Christine. *Comprehensive Multicultural Education: Theory and Practice*. Boston: Allyn and Bacon, 1998. This book helps educators to understand multicultural education, to implement multicultural education across the curriculum, and to approach controversial topics like prejudice, racism, social justice and cultural pluralism.
- Bullard, Sara. *Teaching Tolerance: Raising Open-Minded, Empathetic Children*. New York: Doubleday, 1996. This book is an accessible and practical guide to prejudice prevention and is for the whole village of child raisers.
- Carnes, Jim. *Us and Them*. New York: Oxford, 1996. Fourteen stories tell of Americans who were hated by others simply for who they were, what they looked like, where they came from, or what they believed.
- Jackson, Michelle R. *C.O.L.O.R.S.: Crossing Over Lines of Racial Stereotypes*. Plainview, NY: Bureau for At-Risk Youth, 1996. This is a curriculum tool for educators to provide today's youth with the necessary tools to gain a more positive outlook on diversity.

- Nieto, Sonia. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. New York: Addison Wesley, 1996. The author describes the context in which multicultural education is a key element.
- Otero, George with Gary Smith. *Teaching about Cultural Awareness*. Denver, CO: Center for Teaching International Relations, 1994. This activity book offers many lesson plans to be used in conjunction with existing courses.
- Shujaa, Mwalimu. *Beyond Desegregation*. Thousand Oaks, CA: Corwin Press, 1996. The contributors to this book examine the politics of quality schooling for African Americans, reflect on a century of African thought, and offer new ways of examining desegregation.
- *Teaching Tolerance*. Montgomery, AL: Southern Poverty Law Center. Twice yearly publication containing teaching strategies and ideas related to improving racial awareness and sensitivity in the school setting.

Print	Media	Games & Simulations
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Media:

- *Bill Cosby on Prejudice*. Producer/Distributor: Pyramid Films, Santa Monica, CA 1977. Bill Cosby is the bigot in this film, which has become very popular. The film must be preceded and followed by careful class discussion or it might reinforce stereotypes and misconceptions.
- *A Century of Silence: Problems of the American Indian*. Producer/Distributor: Atlantic Productions, Thousand Oaks, CA. This 28 minute film documents how reservations caused Indians to experience a loss in cultural identity and pride.
- *Chinatown 2-Step*. Distributor: Amerasian Bookstore, Los Angeles, CA. The Chinese-American middle class is the subject of this film.
- *The Color of Fear*. Lee Mun Wah. Distributor: Stir-Fry Productions, Berkeley, CA, 1974. This is a film about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent.
- *Eye of the Storm*. Producer: ABC-TV News. Distributor: Anti-Defamation League of B'nai B'rith, New York. In this 25 minute film, a teacher dramatically demonstrates to her students the effects of prejudice by separating her class into "inferior" and "superior" groups based on eye color.

- *Friends of Many Cultures*. Producer/Distributor: Encyclopedia Britannica Educational Corporation, Inc. Chicago, IL. This series of nine films is about ethnic groups in the United States. Titles in the series include Italian-American Friends, Puerto Rican-American Friends, Cuban-American Friends and Eskimo Friends.
- *The Golden Mountain on Mott Street*. Producer/Distributor: Carousel Films, Inc., New York. The problems of Chinese immigrants are addressed in this 34 minute color film.
- *Guilty by Reason of Race*. Producer/Distributor: NBC Educational Enterprises, New York, 1972. This is an award-winning TV documentary film about the problems of Japanese Americans during and after World War II.
- *Hispanic America*. Producer/Distributor: Carousel Films, Inc., New York. This 13 minute color film deals with the nation's fastest growing ethnic minority.
- *Hito-Hata: Raise the Banner*. Producer: Visual Communications. Distributor: Amerasia Bookstore and Gallery, Los Angeles. This film tells the story of an elderly Issei who is about to be evicted from his hotel that will be demolished in Los Angeles's Little Tokyo.
- *How the West Was Won...and Honor Lost*. Producer/Distributor: McGraw-Hill Textfilms, New York. This is a powerful film presentation of the betrayal of the Indian through broken treaties and removal.
- *Martin Luther King: Montgomery to Memphis*. Producer/Distributor: Anti-Defamation League of B'nai B'rith, New York. This is a documentary film study of the great civil rights leader.
- *Minorities Series*. Producer/Distributor: Coronet Films, Chicago, IL. The five films in this series are: *Minorities: What's a Minority?; Minorities: From Africa, Asia and the Americas; Minorities: From Europe; Minorities: In the Name of Religion; and Minorities: Patterns of Change*.
- *Of Black America Series: Black History: Lost, Stolen or Strayed*. Producer/Distributor: BFA Educational Media, Santa Monica, CA, 1968. A revealing film about black-white relations in America that is skillfully narrated by Bill Cosby. This film is now an important historical document.
- *The Prejudice Film*. Distributor: Motivational Media, Los Angeles. This is an extremely popular film. It is a good film to use to stimulate discussion but it has some serious weaknesses in the way it treats and explains the nature of prejudice. A student might view this film and conclude that institutionalized racism and individual prejudice are identical.
- *The Shadow of Hate*. 60 minute video. Montgomery, AL: Teaching Tolerance, nd. The video contains historical footage of incidents of hate crimes and discrimination. To receive a free teaching kit, your principal should send a request on school letterhead to Teaching Tolerance, 400 Washington Ave., Montgomery, AL 36104.
- *Starting Small: Teaching Tolerance in Preschool and the Early Grades*. 58 minute video. Montgomery, AL: Teaching Tolerance, nd. Highlighted are diverse approaches to the shared goal of fostering respect for differences. Free teaching kit

including video, book, and training resource from Starting Small/Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104.

- *Tapestry*. Distributor: The Junior Woman's Club of El Paso, P.O. Box 3667, Station A, El Paso, TX 79923. This popular film, which features Rosa Guerrero, shows through song and dance various aspects of the culture of Mexican Americans.
- *Tale of "O" On Being Different*. Written/Narrated: Rosabeth Moss Kanter and Barry A. Stein, Distributor: Goodmeasure, Inc., Cambridge, 1979. "O" is an entertaining, captivating parable about what happens to any new or different kind of person in a group and how the situation can be managed.
- *Valuing Diversity 1: Managing Differences*. Producer: Griggs Productions, Distributor: Training Media Distributors Assoc., Frederick, 1992.
- *Valuing Diversity 2: Diversity at Work*. Producer: Griggs Productions, Distributor: Training Media Distributors Assoc., Frederick, 1992.
- *Valuing Diversity 3: Communicating Across Cultures*. Producer: Griggs Productions, Distributor: Training Media Distributors Assoc., Frederick, 1992.
- *Wataridori: Birds of Passage*. Distributor: Amerasia Bookstore, Los Angeles. Three first-generation Japanese Americans talk about their lives in this film.
- *Yo Soy Chicano*. Producer/Distributor: Tricontinental Films, Berkeley, CA. This film presents a general historical overview of the experience of Mexican Americans in the United States.

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Games and Simulations:

- *BaFa'BaFa'*, Del Mar, CA: Simile II, 1977. Cross culture simulation.
- *Diversity Bingo*, San Diego, CA: Pfeiffer and Company, 1992. Game.
- *Diversity Deck*, Bloomington, IN: Advancement Strategies, 1993. Mock scenarios

- *Equality*. El Cajon, CA: Interact, nd. This simulation for upper elementary grades allows students to experience a community crisis connected to an issue of equality. *Sunshine* is a similar simulation for grades 7-12.
- *Heelotia: A Cross-Cultural Simulation*. Palo Alto, CA: Stanford Program on International and Cross-Cultural Education, nd. Students are divided into two cultures to gain firsthand experience in the formulation of stereotypes, perceptions, and misperceptions.
- *Japanese-American Evacuation*. Simulation. El Cajon, CA: Interact, 1998. Students at middle and high school can experience the unconstitutional relocation of Japanese Americans during World War II.
- These multicultural publications and films were in part developed by Dr. James Banks, and are part of the resources contained in *Teaching Strategies for Ethnic Studies*.

General Resources for African-American Studies

Print:

- *Arkansas Historical Quarterly*. Fayetteville, AR: Arkansas Historical Association. A journal, published six times each year, with many articles relating to the African American experience in Arkansas. Particularly valuable are biographical pieces on individual African Americans. M, S
- Arkansas Humanities Council. *Media Catalog*. Little Rock, AR: Arkansas Humanities Resource Center, 1999. The catalog, updated and reissued yearly, contains the holdings of the Resource Center which are available on loan to Arkansas schools. Holdings include extensive resources on the African and African American experience. E,S
- Asante, Molefi Kete. *African American History, A Journey of Liberation*. Maywood, NJ, People's Publishing Group, 1995. The author calls this a book that tells a complete history from inside African American culture. S
- Asante, Molefi Kete and Kariamuw Welsh. *African American Culture*. Maywood, NJ: People's Publishing, 1995. A useful supplement in literature and history courses, this text surveys African American culture--the literature, music, art, theater, and dance. Teacher's activity guide available. S
- Bernstein, Leonard. *African and African American Women of Science*. Maywood, NJ: People's Publishing, 1997. The book explores the work of fifteen women from such diverse areas as medicine, physics, biology, engineering, and other fields. It includes hands-on lab experiments. E, M, S
- Carson, Clayborne, ed. *A Knock at Midnight*. New York: Time Warner, 1998. A collection of eleven of Dr. King's most powerful sermons. S
- Chicago Public Schools. *African American Studies: A Teacher Resource Unit*. Chicago: Chicago Public Schools, 1992. The extensive unit contains sequenced lessons for secondary instructions in the African and African American experience. Contact the Chicago Public Schools for availability. S
- Conroy, Pat. *The Water is Wide*. New York: Bantam, 1994. Written in 1972, a dedicated teacher recounts his year on Yamacraw Island off the coast of South Carolina working with young African-American children to help them become aware of the world around them and develop a sense of self-respect. S
- Davidson, Basil. *Africa in History: Themes and Outlines*. New York: Scribner, 1995. This landmark work presents the inner growth of Africa and its worldwide significance. The revised edition reflects the recent changes in South Africa. S

- Davis, Arthur, Saunders J. Redding, and Joyce Ann Joyce. *The New Cavalcade: African American Writing from 1760 to the Present*. Volume I. Washington, D.C.: Howard University Press, 1991. First published in 1971, the selections are arranged chronologically and include short stories, poems, and selections from longer works. S
- Davis, Arthur, Saunders J. Redding, and Joyce Ann Joyce. *The New Cavalcade: African American Writing from 1760 to the Present*. Volume II. Washington, D.C.: Howard University Press, 1991. First published in 1971 and recently updated, the selections are arranged chronologically and include short stories, poems, and selections from longer works. M, S
- Dougan, Michael B., Tom W. Dillard, and Timothy G. Nutt. *Arkansas History: An Annotated Bibliography*. Westport, CN: Greenwood Press, 1995. A comprehensive reference work to writings on Arkansas history with a section devoted to African Americans in Arkansas. S
- DuBois, W.E.B and Eric J. Sundquist, ed. *The Oxford W.E.B. DuBois Reader*. This volume encompasses the whole of DuBois's writing career from the 1890s through the early 1960s. M,S
- _____. *The Souls of Black Folk*. New York: Bantam, 1989. Published at the turn of the century, this book was a call to action by Du Bois after decades of social injustice following the end of the Civil War. Gaining the right to vote, civic equality and access to education based on ability were key, he insisted, to breaking the color barrier. S
- ERIC. *Lessons from Africa: A Supplement to Middle School Courses*. Bloomington, IN: ERICness, 1989. Modern African life is examined through cooperative activities, emphasizing the commonalities between African and American ways of life. M
- Estell, Kenneth. *African America: Portrait of a People*. New York: Invisible Ink Press, 1993. The volume offers a comprehensive biographical, pictorial, and narrative overview of the African American experience, from 1600 to the present, illuminating black achievement in such areas as politics, literature, business, science, sports, and the performing arts. S
- Franklin, John Hope. *From Slavery to Freedom: A History of African Americans*. New York: Knopf, 1994. An updated edition of the preeminent history of African Americans has been revised to include expanded coverage of Africa, the situation of African Americans in the United States. S
- Gates, Henry Louis, Jr. et al. *The African American Experience*. Englewood Cliffs, NJ: Globe, 1992. The text and accompanying Teacher's Manual provide materials for an overview of African and African-American history. S
- Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: William Morrow, 1989. In her landmark appraisal of black women's unsung contributions to the struggles for racial and sexual equality, Giddings draws on speeches, diaries, and letters of influential black women. S
- Gill, Laverne McCain. *African American Women in Congress: Forming and Transforming History*. New Brunswick, NJ: Rutgers University Press, 1997. This book preserves the history of the struggles and accomplishments of fifteen courageous women, introducing readers to issues of vital importance to the black community. S

- Gordon, Ann D., Bettye Collier-Thomas, John H. Bracey, Joyce A. Berkman, eds., and Arlene Voski Avakian, contributor. *African American Women and the Vote*. Northampton, MA: University of Massachusetts Press, 1997. The contributors focus on specific examples of women pursuing a dual ambition: to gain full civil and political rights and to improve the social conditions of African Americans. S
- Hamilton, Virginia. *The People Could Fly: American Black Folktales*. Illus. Leo Dillon and Diane Dillon. New York: Knopf, 1993. Winner of the 1998 Coretta Scott King Award, the theme of freedom runs throughout the twenty-four stories in this collection. E
- _____. *Her Stories: African American Folktales, Fairy Tales, and True Tales*. New York: Scholastic, 1995. Illus. Leo Dillon and Diane Dillon. Traditional and true African-American stories about women have been brought together, retold, and annotated by Virginia Hamilton in this illustrated collection. E
- Jones, Bessie and Bess Lomax Hawes. *Step It Down*. Athens: University of Georgia Press, 1987. This contains African American heritage games, songs and stories. E
- Kelley, Robin D.G. and Earl Lewis. *The Young Oxford History of African Americans*. 11 volumes. New York: Oxford University Press, 1997. The collection tells the story of African Americans from the 15th through the 20th century. It uses many primary sources and rare photographs. M,S
- King, Coretta Scott, ed. *Black Americans of Achievement*. 49 hardback volumes. New York: Chelsea House, 1992. The volumes explore the lives of a variety of African Americans from Langston Hughes to Adam Clayton Powell, Jr. E, M
- Levine, Michael. *African American and Civil Rights from 1619 to the Present*. New York: Oryx, 1996. A readable account of African Americans' struggle for racial equality from the colonial era to the present, analyzing important issues such as slavery, the Civil War, Reconstruction, and the civil rights movement. S
- Meltzer, Milton, ed. *The Black Americans: A History in Their Own Words 1619-1983*. New York: HarperTrophy, 1987. A history of African Americans in the United States, as told through letters, speeches, articles, eyewitness accounts, and other documents. S
- Reynolds, Edward. *Focus on Africa*. Lexington, MA: D.C. Heath, 1994. This is one volume in a series entitled *Perspectives on the Past* and is helpful in structuring lesson plans. It provides a comprehensive study of early Africa and continues to the present day. S
- Rochester City School District. *In Our Own Image: An African American History*. New York: People's Publishing, 1998. Using the authentic voices of Africans and African Americans, this volume covers everything from African Origins to contemporary issues facing African Americans. M

- Smith, Jessie Carney, ed. and Camille O. Cosby. *Powerful Black Women*. New York: Visible Ink Press, 1996. The lives and accomplishments of 70 influential African-American women are celebrated through compelling stories which offer not only a fascinating glimpse into history and current events, but also serve as a source of inspiration for the reader. S
- Stanford, Barbara, ed. *Building Community West African Style*. Little Rock: Arkansas International Center, 1992. The unit of lessons provides teachers and student with basic concepts and a conceptual framework for learning more about West Africa. S
- Terkel, Studs. *Race: How Blacks and Whites Think and Feel About the American Obsession*. New York: Anchor, 1993. Terkel examines the leading issue in American life, presenting the feelings of nearly one hundred Americans on issues related to the subject. M, S
- Time Life Editors. *African Americans: Voices of Triumph*. 3 volumes. Richmond, VA: Time Life Books, 1995. The volumes, *Creative Fire*, *Perseverance*, and *Leadership*, adopt a thematic approach to the study of the African and African American experience. A Teacher's Guide accompanies each volume. E, M, S
- Watson, Dr. Clifford. *Ten Great African American Men of Science*. New York: People's Publishing, 1995. The volume contains biographies of ten scientists along with experiments and tests illustrating the achievements of Banneker, Carver, Morgan, and others. E, M, S
- Westridge Young Writers Workshop. *Kids Explore America's African-American Heritage*. New York: John Muir Publications, 1993. This student-written volume explores in a variety of ways the history and contributions of African Americans. E
- Valade, Roger M., III and Schomburg Center for Research in Black Culture. *The Essential Black Literature Guide*. New York: Visible Ink Press, 1996. This volume is a magnificent compendium of over 200 years of black literature. With its international scope and unparalleled breadth of coverage, significant works of all time periods and genres are represented. E, M, S

Games and Posters:

- *African American Artists*. 8 posters with guide. New York: Knowledge Unlimited, 1993. This set highlights a century of African-American art. Learning activities are included in the fifteen-page guide. E,S
- *African American in Science, Mathematics, Medicine and Invention*. Task cards, puzzles, posters, video script. New York: People's Publishing Group, 1993. A variety of activities leads students to explore the contributions of African Americans from the Haya people of Tanzania to Mae Jemison. E, M, S

- *African Americans: Their Impact on U.S. History*. Book with reproducible pages. New York: Good Apple, 1992. The material explores the role of African Americans during ten distinct eras in U.S. history. M
- *African Art Portfolio*. 24 prints. Washington, D.C.: Smithsonian, nd. The prints representing famous African artists are accompanied by an illustrated booklet with a variety of information related to the prints. E,S
- *All Aboard for Black History*. Game kits. New York: Media Materials, 1993. The five game-centered kits contain activities related to discovering the contributions of African Americans. E
- *Black Artists in America*. 15 art prints with guide. New York: Shorewood, nd. The collection of prints represents the work of artists from the mid-19th century to the modern age. The guide includes background and teaching ideas. E,S
- *Black History and the Newspaper*. Activity book. New York: C.J. Hatcher, 1991. The 64 newspaper-based activities allow students to research and analyze material in learning about the accomplishments of African Americans.
- *Black History Poster Series*. 10 posters. New York: Pomegranate, 1994. Highlighted are the contributions of a wide range of African Americans to science, sports, politics, and arts. E,M,S
- *Black Military Units: Group Photographs*. 4 posters. New York: Knowledge Unlimited, 1998. Posters are accompanied by explanation of when and where members of each unit served and the accomplishments. M,S
- *Outstanding Contemporary African Americans*. 5 posters. New York: Knowledge Unlimited, 1993. Includes Arthur Ashe, Jesse Jackson, Barbara Jordan, Malcolm X, Toni Morrison. M,S
- *The Struggle for Civil Rights*. 5 posters. New York: Knowledge Unlimited, 1994. Posters present a rich panorama of the civil rights movement. Each focuses on a different period. Text also supplies an overview of the era. E,M,S
- *What is African Art?* Chart with guide. New York: Pictorial Charts Educational Trust/Museum of Mankind, 1996. The colorful images on this chart illustrate the diversity of African art. Background is contained in the guide. M,S
- *Women of Hope: African American Who Made a Difference*. 12 posters. Featured are Fannie Lou Hammer, Alice Walker, Ida B. Wells, Mae Jemison, etc. Accompanied by a 48 page booklet. M,S

Media:

- *A Knock at Midnight*. Audio books with six cassettes. Carson, Clayborne, ed. New York: Time Warner, 1998. Eight hours of original recordings of Dr. King's greatest sermons. M,S

- *A Profile of Four Black Women: Look Upon Them and Be Renewed*. 40 minute video. Little Rock: Arkansas Humanities Resource Center, 1981. Four notable black women are profiled: Phillis Wheatley, Harriet Tubman, Sojourner Truth, and Rosa Parks. E,S
- *African American Life*. 25 minute video. Bala Cynwyd, PA: Schlessinger Video, 1996. Learn about America's history as the video uses graphics, animations, and live action portrayals to tell about historic figures and stories. E
- *The African American Experience*. CD-Rom. Woodbridge, CT: Primary Source Media, 1995. The disc allows students to explore the lives of diverse peoples who shaped our nation's history through documents, timelines, narratives, maps, and personal narrations. E,S
- *African Art and Culture*. 52 minute video and guide. New York: Clearvue, nd. This three-part program surveys African art and its close relationship to religious beliefs and nature. E,S
- *The Africans*. Nine videos. 60 minutes each video. Little Rock: Arkansas Humanities Resource Center, 1985. This is a view of Africa from the inside looking out and analyzing its triple legacy of indigenous roots, Islam contributions, and Western influences. E,M,S
- *Bill Cosby in Aesop's Fables*. 30 minute video. Irving, CA: Karl Lorimar Home Video, 1986. Cosby journeys through an animated forest with his two young human friends in the famous fable, "The Tortoise and the Hare." E
- *Black Americans of Achievement*. 12 30 minute videos. New York: Library Video, 1994. The collection includes extensive footage of African American greats such as George Washington Carver, Thurgood Marshall, Harriet Tubman, James Baldwin, and others. Accompanying set of paperback books available. M,S
- *The Black Press: Soldiers without Swords*. 90 minute video. Chicago: Chicago Production Center at WTTW, 1998. This is an engaging historical account that tells the story of the pioneering men and women of the Black press who gave voice to Black America. Go to www.pbs.org/blackpress/ for more information.
- *Encarta Africana*. CD-Rom. Henry Louis Gates, Jr. and Kwame Anthony Appiah, eds. Cambridge, MA: Harvard Square Netcasting, 1999. The two editors, colleagues at Harvard University, teamed with Microsoft to launch a comprehensive CD-Rom containing thousands of documents related to African and African American history. The web site, www.africana.com, offers additional information. E,M,S
- *Ethnic Notions*. Video. 56 minutes. Little Rock: Arkansas Humanities Council, 1987. An award-winning documentary traces the evolution of the deeply rooted stereotypes which have fueled antiblack prejudice. S
- *Good Mornin' Blues*. 60 minute video. Little Rock: Arkansas Humanities Council, 1979. B. B. King narrates this documentary about blues music from its earliest origins until World War II.

- *Great Black Innovators*. 32 minute video. New York: Knowledge Unlimited, 1995. The fascinating stories of some of the most important innovators, including Benjamin Banneker, Madame C.J. Walker, Granville Woods, and others. Includes teacher's guide, activity sheets, script, and bibliography. Accompanying posters available. M,S
- *I'll Make Me a World*. Six-hour video series. Alexandria, VA: Public Broadcasting System, 1998. The video series showcases the depth and breadth of black creative achievement in the 20th century. Go to www.pbs.org for more information. M,S
- *I Know Why the Caged Bird Sings*. 90 minute video. Little Rock: Arkansas Humanities Council, 1978. The story of Maya Angelou's young years reflects her life in Stamps, Arkansas and in St. Louis. This is based on her autobiography by the same name. S
- *The Jazz Time Tale*. 29 minute video. Van Nuys, CA: Family Home Entertainment, 1993. Young Lucinda is on her way home from the market and stops to hear her neighbor, Thomas "Fats" Waller, play the piano. E,M
- *Kwanzaa Folktales*. Audiocassette. New York: Time Warner Audiobooks, 1994. This is a collection of original folktales illustrating each of the seven principles which Kwanzaa honors. E
- *Let's Get the Rhythm of the Band: A Child's Introduction to Music from African-American Culture with Story and Song*. Book and cassette. Mattox Publishing, nd. The history of Black music from talking drums of Africa to Rap.
- *Maya Angelou: Creativity with Bill Moyers*. 60 minute video. Little Rock: Arkansas Humanities Resource Center, 1981. Moyers accompanies Angelou on her return to Stamps where they discuss her early years and its effect on her poetry. S
- *Maya Angelou: Writers in Conversation*. 35 minute video. Little Rock: Arkansas Humanities Resource Center, 1989. Angelou reads from her book of poetry, *Singin' and Swingin'*. S
- *The Mighty Pawns*. 58 minute video. Chicago, IL: Publisher Media Video, 1987. This is a true drama about courage and determination born in an inner city school. S
- *Music Masters and Rhythm Kings*. 57 minute video. Little Rock: Arkansas Humanities Resource Center, 1993. A celebration of the rich heritage of southern traditional music and the people who created it forms this documentary. M,S
- *Reflections in Black History*. 30 cassette tapes. Oxon Hill, MD: Reflections in Black History, 1998. Margaret Weston Kemp has gathered autobiographical sketches on 260 African Americans from across decades. A Teacher's Guide accompanies packet. E,M
- *Roots of Gospel: Parts I and II*. 45 minute video. Santa Monica, CA: Praised Home Video, 1989. The gospel music is performed in scenic and biblical locations all across the Holy Land. Songs reflect the beginning of gospel from churches in the South and its spread across America. M,S
- *Saturday Night, Sunday Morning*. 70 minute video. San Francisco, CA: California Newsreel, 1992. The roots of blues and gospel are explored. B.B. King and Rufus Thomas tour Beale Street. M,S

- *The Shadow of Hate*. 60 minute video. Montgomery, AL: Teaching Tolerance, nd. The video contains historical footage of incidents of hate crimes and discrimination. To receive a free teaching kit, the principal should send a request on school letterhead to Teaching Tolerance, 400 Washington Ave., Montgomery, AL 36104.
- *That Rhythm, Those Blues*. 58 minute video. Athens, GA: University of Georgia Library, 1990. A survey of rhythm and blues music shows its growth in the 1940's and 1950's. M,S
- *Tryin' to Get Home: A History of African American Song*. 55 minute video. Berkeley, CA: Heebie Jeebie Music, 1993. This is a valuable program for courses in music and American history. M,S
- *UAPB Currents: H. J. Lewis*. 29 minute video. Little Rock: Arkansas Humanities Resource Center, 1992. Henry Jackson Lewis, America's first black political cartoonist, is featured. E,M,S
- Wright, Mary. *African American Voices of Triumph: People on the Move*. Multimedia kit. New York: Time Life Education, 1998. Student newspapers, overhead project cards, and videos focus on African American perseverance through the middle passage, flights to freedom, movement west as pioneers, and migration to the north in the 20th century. E
- Wright, Mary. *People with a Dream*. Multimedia kit. New York: Time Life Education, 1998. Student newspapers, overhead transparencies, project cards, and video (37 min.) explore the cultural Harlem Renaissance of the 1920's, investigate difficulties at home and abroad during the Great Depression, WWII, and the Civil Rights era. E

USING THE RESOURCES IN A LESSON:

IDEAS FOR K-12 TEACHERS

LESSON PLAN I

Topic: Cultural heritage

- Grade level: K-2 (Adaptable for 4-6)
- Time Frame: 2 class periods
- Subject: Social Studies

OBJECTIVES:

1. The students will develop a positive sense of their own identity and cultural heritage.
2. The students will learn about cultural diversity and gain a respect for others as they relate to family members (parents, grandparents, aunts, uncles, etc.), their past and their traditions.

ACTIVITIES:

1. Teacher reads aloud *When I Am Old with You*.
2. Teacher rereads, discussing narrative and pictures.
3. Teacher/students develop a shared reading and writing chart. Use student responses to the questions "What do you enjoy doing with your grandparents (aunts, uncles, parents, etc.)?" Read and reread chart for daily reinforcement.
4. Students will bring pictures of family members to share with the class. Pictures can be displayed on charts, bulletin boards, etc.

- 5. Invite parents, grandparents, other family members, or community members to visit the classroom and share experiences and memories of the past. The student will introduce the guest and share what they do together.
- 6. Class and teacher will make a bound classroom book for future reference and enjoyment.
- 7. Students will work in cooperative groups to make a collage depicting all kinds of families.

ASSESSMENT:

- 1. Teacher observation
- 2. Student oral responses
- 3. Guests' experiences and students' interactions
- 4. Shared reading and writing

RESOURCES:

- *Finding Your Family Folklore*. Tabletop exhibit. Little Rock: Arkansas Humanities Resource Center, 1985
- Johnson, Angela. *When I Am Old With You*. Illus. David Soman. New York: Orchard Books, 1993.
- Others: Pictures of Families and Family Members
- Students' Experience Response Charts
- Classroom Book written by Students/Teacher

LESSON PLAN II

Topic: Leadership in Civil Rights

- Grade level: 4-6
- Time Frame: 2 to 3 class periods
- Subject: U.S. History

OBJECTIVE:

- After the students have discussed the effects of desegregation on African Americans, they will compare and contrast the leadership of Rosa Parks and Thurgood Marshall.

SET:

- Today you are going to learn what desegregation is and some effects it had on African Americans. Ask students if they have ever seen a situation where one person's action has affected a whole group of people. For example, they may remember when a rule in school seemed unfair, someone spoke against it, and the rule was changed.
- Show appropriate excerpts from *Eyes on the Prize* to acquaint students with Rosa Parks and Thurgood Marshall.

ACTIVITIES:

1. Using the information for 1946-1957 contained on posters from "The Struggle for Civil Rights," students work in cooperative groups to draw a timeline of the civil rights movement.
2. Students create a series of murals depicting the civil rights events of 1946-1957. Divide the class into four groups to handle different segments of the material. Each group displays its murals in chronological order.
3. Students remain in cooperative groups of four. They research Rosa Parks and Thurgood Marshall, explaining how their leadership had an impact on the civil rights movement in the 1950's. Compare and contrast their roles using a Venn diagram. (Explain to students that a boycott is a form of protest. To boycott a product or service means not to buy or use it. When a

company cannot sell its product or service, it cannot make money and risks going out of business. A successful boycott can force a company to comply with the demands of the protesters.)

- 4. Students reflect in their journals about how they can help a person who is the object of discrimination or how they would feel as the object of discrimination.

CLOSURE:

Summarize the events that led to desegregation.

- A. Do the students understand what desegregation is and its effects?
- B. Can they compare and contrast the leadership of Rosa Parks and Thurgood Marshall?

Extension: Dramatize the scene of Rosa Parks on the bus.

RESOURCES:

- The Civil Rights Movement
- <http://www.fred.net/nhhs/project/civrts.htm>
- These Maryland students of George Cassutto's 9th grade US Government classes have developed projects relating to the history of African-Americans as well as the Civil Rights Movement. Their work is impressive.
- *Eyes on the Prize*. Video. Boston, MA: Blackside, Inc., 1991.
- King, Coretta Scott, ed. *Black Americans of Achievement*. New York: Chelsea House, 1992. Volumes on Rosa Parks and Thurgood Marshall.
- *The Struggle for Civil Rights*. New York: Knowledge Unlimited, 1994. Use posters representing appropriate time period.

LESSON PLAN III

Topic: Middle Passage

- Grade level: Middle/High School
- Time Frame: 2 to 3 class periods
- Subject: World History, American History, African American History

OBJECTIVES:

- Describe conditions on a ship traveling the Middle Passage.
- Vocabulary: tragedy, dehumanization, oppressor, Middle Passage, narratives, racism, mutiny, avaricious, slaver, abolitionist, loose packers, tight packers

ACTIVITIES:

- 1. Familiarize students with vocabulary relevant to this topic. Students work in small groups to discuss a part of the terms, in the process constructing a class web of the vocabulary related to the main topic. For example, in six groups of students, each group would consider two terms. Students can then web the terms in a way which establishes their relationship to the main topic.
- 2. Students watch the video, *Slave Ship*, and respond to questions in the handout found at the end of the lesson plan.
- 3. Students read chapter 7 of *African American History, A Journey of Liberation* as an overnight assignment.
- 4. Introduce the following questions for class discussion during the second class period. Students may work in small groups on these prior to a whole class discussion.*
- How did brave Africans resist enslavement and the Middle Passage?
- How did Europeans justify their treatment of Africans?
- Contrast and compare the meanings of the terms "dehumanization" and "racism."
- Identify Olaudah Equiano.
- Identify Venture Smith.
- Students may do further research on Olaudah Equiano and Venture Smith.

*Students may search for additional information using *Before the Mayflower*.

Extension: Students engage in a simulation of the Middle Passage.

- **RESOURCES:**

- Asante, Dr. Molefi Kete. *African American History: A Journey of Liberation*. Maywood, NJ, People's Publishing Group, 1995.
- *Middle Passage*. Simulation. El Cajon, CA: Interact, 1998.
- *Slave Ship*. 50 minute video. Bethesda, MD: Discovery Channel, 1997.
- *Slavery in the United States*. Documents portfolio. New York: Golden Owl, nd.

HANDOUT :

Name_____Date_____

Slave Ship and the Middle Passage

Respond to these questions after watching the video, "Slave Ship."

1. Discuss the conditions aboard the Amistad that made a mutiny of this magnitude possible.
2. Explain how and why Africans participated in the enslavement of their own people.
3. Contrast the attitudes of "loose packers" with those of the "tight packers."
4. Discuss the conditions and common practices aboard a slave ship bound for the "Middle Passage."
5. Analyze the possible interpretations for the statement: "Slaves became more valuable than gold."

LESSON PLAN IV

Topic: The Effects of the Slave Trade

- Grade level: Secondary
- Time Frame: 2 to 3 class periods
- Areas: World History, American History, African American History

OBJECTIVES:

- Describe the devastating effect of the slave trade on African societies.
- Explain how Europe and the Americas benefited economically and culturally from the slave trade.
- Describe ways in which African Americans look back at the experience of slavery.

SET:

- Ask students to imagine that all of the young people between the ages of 10 and 25 years are taken from Arkansas. What kind of future would Arkansas have with the loss of this generation?

ACTIVITIES:

1. The slave trade had a lasting effect. Students read Chapter 2 in *Focus on Africa* and Chapter 6 in *African American History: A Journey of Liberation*. Working in small groups, students then list possible effects of the slave trade on African society. Examples are depopulation, loss of skilled workers, destabilized government, fractured families, etc.
2. Student groups share their lists with the entire class, and a class list is compiled. Utilize the ideas generated in the set to compare and contrast the loss to African society with the loss to Arkansas should a such a generation be removed.
3. Extensions: In groups, students research an African country during the period of the slave trade to determine the trade's effect on that country. Or students research a colony, territory, or state in the United States to determine the trade's effect on that state or colony.

RESOURCES:

- *Africans in America: America's Journey through Slavery*. Four 90-minute videos. Boston: WGBH for Public Broadcasting System, 1998.
- Africans in America <http://www.pbs.org/africansinamerica>
- The companion site to the series, offering hundreds of primary source documents, scholarly essays and stories from the series.
- Asante, Dr. Molefi Kete. *African American History: A Journey of Liberation*. Maywood, NJ, People's Publishing Group, 1995.
- DuBois, W.E.B. *Suppression of the African Slave Trade to the United States 1638-1870*. New York: Cornerhouse, 1970.
- Reynolds, Edward. *Focus on Africa*. Lexington, MA: D.C. Heath, 1994.

LESSON PLAN V

Topic: Rise of Black Institutions

- Grade Level: 11 12
- Time Frame: 2-3 class periods
- Subject: Arkansas history
- Title: The African American Solution to Segregation:
The Rise of Black Institutions.

OBJECTIVE:

- How did the African American community in Arkansas meet the needs of its people? Discuss the emergence of African American professionals and institutions.

Overview:

- African Americans were often denied the usual avenues to success in America, accessibility to a quality education and acquisition of property. During the late 19th and early 20th century with the rise of the rigid Jim Crow system, blacks found themselves "outside" of the American Dream. To provide for the needs of their community, many black professionals, colleges, and businesses emerged.

ACTIVITIES:

1. Students read Chapter 6 of *Town and Country: Race Relations in an Urban Rural Context*, identifying the following people and explaining in a journal the significance of the places listed. The class will build a web, showing the relationship of these people and institutions to the communities in which they lived and existed.

People:

Charlotte Stephens Isaac T. Gillam
J.R. Rightsell George E. Jones
William Grant Still John E. Bush
Chester W. Keatts Thomas P. Johnson
Scipio A. Jones Dr. J.H. Smith
Mifflin Wistar Gibbs Scott Joplin
Wiley Jones

Places:

Shorter College
Arkansas Baptist College
Mosaic Templars of America
Southland College
Branch Normal College for Negroes
Walden Seminary

- 2. Students respond to the following questions:

What were some recreational activities enjoyed by African Americans at this time?

• Why were organizations such as the Mosaic Templars so important to African Americans?

Name some black-owned businesses found in the city of Little Rock during this period.

Explain the statement, "Dr. Smith was a true example of manhood and a most satisfying exponent of racial possibilities."

How would you describe the relationship between black and white business owners?

How did Frederick Douglass view race relations in Arkansas?

- 3. Extension: Students use additional resources to analyze the ways in which these people and institutions provided effective leadership in their communities.

RESOURCES:

- Dillard, Tom W. "Golden Prospects and Fraternal Amenities: Mifflin W. Gibbs's Arkansas Years." *Arkansas Historical Quarterly*, XXXV (Winter 1976), 307-333.
- _____. "Isaac Gillam: Black Pulaski Countian." *Pulaski County Historical Review*, XXIV (March 1976), 6-11.
- _____. "Perseverance: Black History in Pulaski County, Arkansas, An Excerpt." *Pulaski County Historical Review*, XXXI (Winter 1983), 62-73.
- _____. "Scipio A. Jones." *Arkansas Historical Quarterly*, XXXI (Autumn 1972), 201-219.
- Gatewood, Willard B., Jr. "Negro Legislators in Arkansas, 1891: A Document." *Arkansas Historical Quarterly*, XXXI (Autumn 1972), 220-233.
- Graves, John William, "Jim Crow in Arkansas: A Reconsideration of Urban Race Relations in the Post-Reconstruction South." *Journal of Southern History*, LV (August 1989), 421-448.
- _____. *Town and Country: Race Relations in an Urban-Rural Context, Arkansas 1865-1905*. Fayetteville: University of Arkansas Press, 1990. The source for race relations in the New South.
- Kirkman, Dale P. "Southland College." *Phillips County Historical Quarterly*, III (September 1964), 30-33.
- Moneyhon, Carl H. "Black Politics in Arkansas During the Gilded Age, 1876-1900." *Arkansas Historical Quarterly*, XLIV (Autumn 1985), 222-245.
- Nichols, Cheryl. "Desegregating History." *Arkansas Times*, XXXIII (Feb. 12, 1999), 12-21.
- *Persistence of the Spirit: The Black Experience in Arkansas*. Little Rock: Arkansas Humanities Council, 1986.
- Smith, Calvin C. "John E. Bush of Arkansas, 1890-1910." *Ozark Historical Review*, II (Spring 1973), 48-59.
- Still, Judith Ann, Michael J. Dabrishus, and Carolyn L. Quin. *William Grant Still: A Bio-Bibliography*. New York: Greenwood Publishing, 1996.
- Terry, Adolphine F. *Charlotte Stephens: Little Rock's First Black Teacher*. Little Rock: Academic Press, 1973.
- Wheeler, Elizabeth L. "Isaac Fisher: The Frustrations of a Negro Educator at Branch Normal College, 1902-1922." *Arkansas Historical Quarterly*, XLI (Spring 1982), 3-50.