

# Waynesburg University TPS Unit Outline



## TEACHING *with* PRIMARY SOURCES

**Title of Learning Unit:** The Experience of African Americans

**Subjects:**

- History
- Civics
- Geography
- Language arts (writing and speaking)
- Mathematics
- Art

**Grade Level:** Grades 2-3

**Overarching Goal:**

In our classroom, we have many differences. Even though we are all different, we treat everyone the same. Over the next few weeks we will be learning about the word equality, and how it was not always practiced in history.

**Overview:**

The plan for this unit is to teach students the African American experience. Through the course of three weeks, and four lesson plans, the students will be engaged in several meaningful activities to help build their understanding of equality. To do so, we will use civics, geography, history, mathematics, and Language Arts pertaining to the African American Experience. At the end of this unit, we expect the students to have a full understanding of the word equality, and be able to put into practice what they have learned.

**Written By:** Jaimee Post, Alyssa Areford, and Paige Uram

**Date:** December 2, 2012

**Pre-instructional Assessment/ Introduction:**

On the first day of the unit, all of the primary sources that are used throughout the four lessons will be posted around the room. The students will walk through the room like it is a museum, and they will make predictions about what they think they will be learning. After given time to look and infer about all of the primary sources, we will conduct an informal pre-instructional assessment through a series of questions: have you ever seen these before? What do you see? Who are these people? What do you think is happening? Have you ever heard of equality, civil rights, or segregation?

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## Lesson #1: African American Rights March:

### Created By:

Alyssa Areford

### Overview of Lesson

The student will think from the perspective of an African American during segregation. Students will view the photo Civil Rights March on Washington DC. After talking about the photo, students will participate in class discussion about segregation. Finally, students will write in journals to express how African Americans felt during segregation.

### PA Standards:

CC.1.4.3.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

8.3.4.D: Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.

- Ethnicity and race.

### Investigative Question for this activity:

"How would you feel if someone treated you differently because of the way you looked?"

### Objective(s):

- Upon request, the student will communicate the African American point of view on their first attempt.
- Given a writing scenario, the student will communicate a journal entry with complete thoughts with no more than 5 grammar errors.

### Materials:

- Photo: Civil Rights March on Washington DC
- Journals
- Pencils

### Print Sources:

Civil Rights March on Washington DC <http://www.loc.gov/pictures/item/2003654393/>

### Student Learning Process:

- The teacher will show students the photo, Civil Rights March on Washington DC
- Teacher will ask:
  - "What do you notice about this picture?"
  - "Who do you think these people are?"
  - "Why do you think they are gathered together?"
- Teacher will tell students what the photo is: a photo from The Great March on Washington
- Teacher will talk about The Great March on Washington:
  - Why- Civil rights for African Americans
  - Where- Washington DC (also talking about segregation in other areas of the country)
  - When- August 28, 1963, amidst the civil rights movement
  - Who- Thousands of citizens, some key leaders in the movement
  - What- Importance: Dr. Martin Luther King Jr.'s "I have a dream" speech

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- Teacher will explain the concept of segregation: people treated others differently because of their skin color.
- Teacher will ask "how would you feel if someone treated you differently because of the way you looked?"
- Class discussion

### **Closure:**

Students will write a journal entry as an African American during segregation.

Students will discuss:

- How they would feel.
- What they want others to know.
- What they are going to do to change the circumstances.

### **Modifications/Accommodation Techniques for Students with Special Needs:**

Enrichment activities: The student will add other characters into their journal entry.

Modifications/accommodations: The student will write at least two sentences about how they would feel for journal entry.

**Formal Assessment:** Rubric

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## Story Writing : Segregation Journal

Teacher Name: **Ms. Areford**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Neatness</b>	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
<b>Solution/Resolution</b>	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.

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## Lesson #2: Equality for all

**Created by:** Jaimee Post

### **Overview of lesson:**

This is a lesson to build on students' civic knowledge and math skills. The students will be engaged in hands on activities to learn the importance of treating everyone equally. The students will be doing this by using their division skills and creating fractions/factors.

### **PA Standards:**

CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.

8.2.2.C Apply sources of historical information

M3.A.2.1.1: Represent multiplication as repeated addition.

### **Investigative questions for this activity:**

- How can we be fair?
- What does equality mean?

### **Objectives:**

- Given time to observe, TSW write at least two things that they noticed in the primary source.
- Given manipulative, TSW evenly divide them in at least two different ways.
- Upon completion of using manipulative, TSW write no less than three multiplication equations.

### **Materials:**

- Primary source picture
- Magnets
- M&m's
- Cookies
- Blocks
- Crayons
- Desks
- Paper
- Pencils

### **Print sources:**

Negro drinking at "Colored" water cooler in streetcar terminal, Oklahoma City, Oklahoma (Photo)

### **Student learning process:**

- For the hook, I will call only ten people in the classroom up to my desk, and they will receive a snack
- They will return to their desks and eat them, I will not give any to the other students in the class
- We will then discuss how this made the students who did not receive a snack feel
  - What was wrong with only giving a snack to ten people?
  - How did that make you feel?
  - Was it fair, why or why not?

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- I will then post the picture on the board for all children to see
- Each table will have a chance to come forward and look at the picture
- When they look at the picture, they will each receive a note card
- On the notecard, they will write down things that they notice in the picture
- Once all the tables have had a chance to see the picture we will begin discussion
  - What do you notice in this picture?
  - How do you think this person feels?
  - What is wrong with this picture?
  - What if our school was like what is in this picture, how would you feel?
- Since we know that it is not fair to treat people differently because of their skin color or any other aspect, we are going to do an activity to practice equality
- The students will go back to their desks
- At their tables, they will receive a certain number of manipulatives
- As a table, they will need to see how many equal groups that they can make
  - How can you split these up equally?
  - How many groups will you have?
  - How many will be in each group?
- They will record the number of groups they are divided into and how many are in each group
- After they record the groups, they will turn them into multiplication equations individually

### Closure:

I will call up the remaining students that did not receive a snack in the beginning of the lesson and give them their snack, showing the class that we practice equality and fairness among all students.

### Modifications/Accommodations:

They will have a smaller number of manipulatives to split up so they will not have as many different groups to make.

### Informal Assessment:

Check students' multiplication equations and observe how they work in their table groups.

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## Lesson #3: Segregation Timeline Center

**Created By:** Alyssa Areford

### Overview of Lesson:

The student will look at photos with the whole class. As a class, students will identify who is in them and when they took place. Students will then complete the center by sequencing the photos (putting the appropriate number by each photo).

### PA Standards:

8.1.3.A: Identify the difference between past, present and future using timelines and/or other graphic representations.

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected, using language that pertains to time, sequence, and cause/effect.

### Investigative Question for this activity:

"When did this happen?"

### Objective(s):

Using the file folder, the student will identify the chronological order of the 5 given pictures with no more than one error.

### Materials:

- File Folder
- Primary Source Photos
- Numbers 1-5 laminated

### Print Sources:

1. Portrait of Harriet Tubman [http://www.loc.gov/rr/print/list/235\\_pot.html](http://www.loc.gov/rr/print/list/235_pot.html)
2. [Left to right: George E.C. Hayes, Thurgood Marshall, and James M. Nabrit congratulating each other, following Supreme Court decision declaring segregation unconstitutional]. <http://www.loc.gov/pictures/item/94505573/>
3. Civil Rights March on Washington D.C. <http://www.loc.gov/pictures/item/2003688164/>
4. Freedom Group Hang Signs on Bus <http://www.loc.gov/pictures/item/00650613/>
5. African American students arriving at Central High School, Little Rock, Arkansas, in U.S. Army car <http://www.loc.gov/exhibits/civilrights/cr-exhibit.html>

### Student Learning Process:

- As a class, we will look at some pictures of important people through various time periods of the African American Experience.
- We will identify who each person/what the event is and what period it is from.
- We will then place them in chronological order.
- The teacher will remind students of rules at center time (stay in your center, do not bother others, etc.)
- The teacher will explain what to do for the African American Experience center:
  - Students will get numbers out of envelope
  - Students will look at the photos

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- Students will identify the chronological order in which the photos took place by placing the number beside each photo (this happened first, it will get a 1, etc.)
- Students will check themselves by turning the numbers over (will have picture they go to on back)

### Closure:

Students will complete a student evaluation form that asks if they liked the center, if they found it challenging, and how they did. They will also explain why they used the sequence they did.

### Modifications/Accommodation Techniques for Students with Special Needs:

Enrichment: Students will identify the people/places/events in the photos.

Modifications/accommodations: Students will complete the file folder with 2-3 numbers, depending on ability, already in place.

### Formal Assessment: Student Evaluation Form

Name: \_\_\_\_\_

Complete this form after completion of the segregation timeline center.

Part1: Rate the center.

	Great	OK	Bad
Did you like the center?	3	2	1
Was it challenging?	3	2	1
How did you do?	3	2	1

Part 2: Write a sentence describing why you used the sequence you did.



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## Lesson #4: Civil Rights Movement; Geography

**Created by:** Paige Uram

### Overview of Lesson:

In this lesson, the students will be learning about the Civil Rights Movement. Students will also be getting a brief lesson on the Geography of where the Civil Rights Movement took place. Students will identify facts they have learned about the Civil Rights Movement by writing 3 sentences.

### PA Standards:

8.1.2.C Apply sources of historical information  
CC.1.4.2.G Write opinion pieces on familiar topics and texts  
7.1.3.B Identify and locate places and regions as defined by physical and human features

### Investigative Question for this activity:

What do you notice?  
What does the Civil Rights Movement mean?

### Objectives:

- Given a short video clip, students will share at least 2 facts they have learned from the video
- The students will look at pictures and identify at least 5 things that they think are important, shocking, or interesting
- Given 10 minutes, the students will write 5 sentences on what they have learned today on the Civil Rights Movement

### Materials:

- Pencils
- Video clip
- Photos
- Writing paper

### Print Sources:

1. <http://media1.shmoop.com/media/images/medium/colored-bus-station.jpg>
2. <http://www.virginiamemory.com/docs/freedomridersmap1.jpg>

### Online Collection/Exhibits/Websites:

- <http://www.youtube.com/watch?v=URxwe6LPvkM&feature=fvwrel>
- The teacher will have only the girls sit on the carpet, while the boys sit at their desks when the teacher begins to introduce the lesson. This will represent the Civil Rights Movement and the segregation between whites and blacks
- The teacher will then go into explaining that this will be something that we will be talking about for our lesson
- The teacher will get the students motivated to learn about this lesson on the Civil Rights Movement
- The teacher will ask the students questions on whether they know anything about the Civil Rights Movement

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- The teacher will then show the students a short video clip about the Civil Rights Movement
- After the video, the teacher will ask questions about the video “What did you guys notice throughout the video?” “What were some things that were shocking to you?”
- The teacher will then show the students pictures that were from the Civil Rights Movement
- When showing the pictures, the teacher will ask the students if they see any words, sentences, or certain things in the pictures that they think would be important to know/understand “What are some things you saw in the picture that related to the video?” “Does anything in the picture catch your eye?” “Does anything in this picture really shock you?”
- After the teacher finishes asking questions, the teacher will do a little Geography lesson on where the Civil Rights Movement took place
- The teacher will show the students a map of the states that were involved during the Civil Rights Movement
- The teacher will ask them “Does anyone know which part of the United States the Civil Rights Movement took place?” If they say in the south, the teacher will ask “Do you know what states are shown on the map?”

### **Closure:**

The students will write 5 sentences on what they have learned today on the Civil Rights Movement. After they finish their sentences, the teacher will have the students share their sentences if they would like

### **Modifications/Accommodations Techniques for Students with Special Needs:**

- Gifted- Students can choose to write more than five sentences about what they have learned about the Civil Rights Movement
- Special Needs- Students will have a list of words from the pictures to help them write their sentences about what they have learned

### **Formal Assessment:**

- The 5 sentences the students have to write

### **Informal Assessment:**

- Students responses to the teacher’s questions
- The teacher’s observations while the students are writing their sentences

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## Lesson #5: Favorite Memory

**Created By:** Alyssa Areford, Jaimee Post and Paige Uram

### Overview of Lesson:

This lesson is a book backdrop. The book is a mother talking about where she is from and her favorite memories. The students will be choosing one of their favorite memories and drawing it. Once they complete the drawing, they will write a paragraph stating how their memory might have been different if they lived back during the 1940's and 1950's.

### PA Standards:

8.3.3.D: Identify and describe how conflict and cooperation among groups and organizations have impacted the history of the US. (Ethnicity and race)  
CC.1.4.3.G: Write opinion pieces on familiar topics or texts

### Investigative Question for this activity:

What would your life be like if you lived in the 1940s or 1950s?

### Objective(s):

1. Upon completion of the read aloud, TSW write a paragraph with at least five sentences that describe three differences of their memory.
2. Concluding the lesson, TSW draw and represent no less than three differences in their memory picture.

### Materials:

- Momma, Where Are You From?
- Paper
- Crayons
- Pencils
- Markers
- Mini posters
- String

### Print Sources:

See Book Backdrop form

### Student Learning Process:

- Give each student a sheet of paper
- Tell them to close their eyes and imagine their favorite memory that they have (Why is this memory so important to you? How old were you? Where were you? Who was with you? What were you doing?)
- Once they have their memory, they will draw a picture of that memory
- After the drawings, each table will get a primary source (what is happening in this picture? Do you know these people? What are their emotions? What else do you notice?)
- Then, all the students will move to the carpet (bringing their primary sources) for a teacher led read-aloud of Momma, Where Are You?
- As the teacher reads the book, the groups will stand up when they think that their picture fits in the text (why does this fit here? How did you know that this picture fit here? What clues did you use?)

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- After the book is finished, each group will show their picture to the class
  - Tell why the picture fits the book
  - Read the information on the back of the primary source
  - Then, as a class, we will discuss the significance of the photo and the context of the photo
- “these pictures described the memories that Momma had in the book, we are going to look at our own memories and think how they would be different if we were living in the 1940’s-50’s”
  - What would be different?
  - Would anything remain the same?
  - How would it affect your feelings of that memory?
  - Would it still be your favorite memory?
- The students will then each write a paragraph explaining the differences there would be between their original memory and the new “memory”

### **Closure:**

The students will create another drawing that indicates the differences listed in their paragraphs. After all three parts are completed the students will paste them on a mini poster board and will hang them around the room on string for everyone to see.

### **Modifications/Accommodation Techniques for Students with Special Needs:**

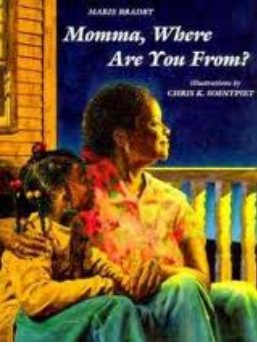



Instead of writing a paragraph they can make a bulleted list of differences. They also, can draw their second picture before writing, so that they have something to base their differences list on.

### **Informal Assessment:**



Student responses to questions and their description of how their pictures would change

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### Book Backdrops: Connecting Literature and Primary Sources

<p style="text-align: center;"><b>Cover Image</b></p> 	<p><b>Title:</b> <i>Momma, Where Are You From?</i></p> <p><b>Author:</b> Marie Bradby</p> <p><b>Grade Level(s):</b> 2</p> <p><b>Topic/Theme:</b> Life of an African American in the 1940's-50's</p> <p><b>Book Notes:</b> In the book, Momma talks about being in a one room school house with other brown faces.</p>	<p><b>Book Type:</b> Realistic Fiction</p> <p><b>Setting and Time Period:</b> 1940's- 1950's</p> <p><b>Subjects:</b> Segregation</p>
Primary Source Thumbnail	Caption Publication Information Book Notes	URL
	<p><b>Title:</b> Mrs. Claire Cumberbatch, of 1303 Dean St., leader of the Bedford-Stuyvesant group protesting alleged "segregated" school, leads oath of allegiance</p> <p><b>Date Created/Published:</b> 1958</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c34433">http://hdl.loc.gov/loc.pnp/cph.3c34433</a></p>
	<p><b>Title:</b> [Willie Mays, standing, wearing baseball uniform, with arm around shoulders of Roy Campanella, seated] / World Telegram &amp; Sun photo by William C. Greene.</p> <p><b>Creator(s):</b> William C. Greene</p> <p><b>Date Created/Published:</b> 1961</p> <p><b>Book Notes:</b> Momma talks about listening to baseball on the radio.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c12029">http://hdl.loc.gov/loc.pnp/cph.3c12029</a></p>
	<p><b>Title:</b> American students arriving at Central High School, Little Rock, Arkansas, in U.S. Army car</p> <p><b>Creator(s):</b> Bern Keating.</p> <p><b>Date Created/Published:</b> 1957</p> <p><b>Book Notes:</b> Momma talks about going to school.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/ppmsc.00182">http://hdl.loc.gov/loc.pnp/ppmsc.00182</a></p>

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	<p>Title: Washington, D.C. Metal scrap collection at a Negro grammar school Creator(s): Collins, Marjory, 1912-1985, photographer Date Created/Published: 1942 Mar. Book Notes: Momma talks about going to school with other brown faces. The photo depicts African American Students at a school.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/fsa.8d20329">http://hdl.loc.gov/loc.pnp/fsa.8d20329</a></p>
	<p><b>Title:</b> African American baseball players from Morris Brown College, with boy and another man standing at door, Atlanta, Georgia <b>Creator(s):</b> 1899 or 1900 <b>Date Created/Published:</b> <b>Book Notes:</b> Momma talks about listening to baseball on the radio. Photo depicts an African American baseball team.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c14266">http://hdl.loc.gov/loc.pnp/cph.3c14266</a></p>

### Post-Instruction Assessment for Unit:


Upon completion of the unit, the students will have a choice to create either a short skit or a poster presentation for the class. Students will convey knowledge gained throughout the unit by presenting/performing their final project. Concluding their presentations, the students will assess their own knowledge by completing the attached rubric.

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CATEGORY	4	3	2	1
<b>Content</b>	Shows a full understanding of the topic of Segregation	Shows a good understanding of the topic of Segregation	Shows a good understanding of parts of the topic of Segregation	Does not seem to understand the topic of Segregation very well
<b>Stays on Topic</b>	Stays on topic all (100%) of the time	Stays on topic most (99-90%) of the time	Stays on topic some (89%-75%) of the time	It was hard to tell what the topic was
<b>Comprehension</b>	Student shows a full understanding of the concept of equality	Student shows a good understanding of the concept of equality	Student shows somewhat of an understanding of the concept of equality	Student shows no understanding of the concept of equality
<b>Neatness</b>	Poster is neat and organized	Poster is neat but a little unorganized	Poster shows a little bit of neatness but is unorganized	Poster shows no neatness or organization
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.


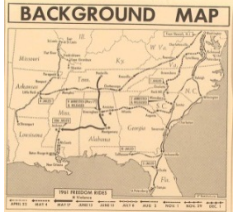






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### Bibliographic Organizer of Library of Congress Sources

<b>Name of Learning Unit:</b> The Experience for African Americans <b>Created by:</b> Alyssa Areford, Jaimee Post, Paige Uram <b>Date:</b> 12/7/2012		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: African American Rights March		
	Civil Rights March on Washington DC <u>Leffler, Warren K.</u> , photographer  Date Created/Published: 1963 Aug. 28.	<a href="http://hdl.loc.gov/loc.pnp/ppmsca.03128">http://hdl.loc.gov/loc.pnp/ppmsca.03128</a>
Lesson #2: Equality for All		
	Negro drinking at "Colored" water cooler in streetcar terminal, Oklahoma City, Oklahoma <u>Lee, Russell, 1903-1986</u> , photographer Date Created/Published: 1939 July.	<a href="http://hdl.loc.gov/loc.pnp/fsa.8a26761">http://hdl.loc.gov/loc.pnp/fsa.8a26761</a>
Lesson #3: Segregation Timeline Center		
	Portrait of Harriet Tubman Photograph by H. B. Lindsley [No date found on caption card. Dates of LOT 5910: 1850-1900]	<a href="http://hdl.loc.gov/loc.pnp/cph.3a10453">http://hdl.loc.gov/loc.pnp/cph.3a10453</a>
	[Left to right: George E.C. Hayes, Thurgood Marshall, and James M. Nabrit congratulating each other, following Supreme Court decision declaring segregation unconstitutional]. Associated Press Photo Created/ Published: 1954	<a href="http://hdl.loc.gov/loc.pnp/ppmsca.38654">http://hdl.loc.gov/loc.pnp/ppmsca.38654</a>
	Civil Rights March on Washington D.C. Creator(s): <u>Leffler, Warren K.</u> , photographer Date Created/Published: 1963 Aug. 28.	<a href="http://hdl.loc.gov/loc.pnp/ppmsca.04297">http://hdl.loc.gov/loc.pnp/ppmsca.04297</a>
	Freedom Group Hang Signs on Bus United Press International Photo Date Created/Published: 1961	<a href="http://www.loc.gov/pictures/item/00650613/">http://www.loc.gov/pictures/item/00650613/</a>



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	<p>African American students arriving at Central High School, Little Rock, Arkansas, in U.S. Army car          Photograph by Bern Keating          Date Created/Published: 1957</p>	<p><a href="http://hdl.loc.gov/loc.pnp/ppmsc.00182">http://hdl.loc.gov/loc.pnp/ppmsc.00182</a></p>
<b>Lesson #4: Civil Rights Movement</b>		
	<p>1961 Freedom Rides          Creator(s): Associated Press News          Date Created/Pulished: 1962</p>	<p><a href="http://www.virginiamemory.com/docs/freedomridersmap1.jpg">http://www.virginiamemory.com/docs/freedomridersmap1.jpg</a></p>
	<p><i>Jim Crow Photo: Segregation - Bus Station</i>          Creator(s): Shmoop Editorial Team          Date Created/Published: 1940</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c25806">http://hdl.loc.gov/loc.pnp/cph.3c25806</a></p>
<b>Lesson #5: Favorite Memory</b>		
	<p>Collapse of efforts to keep Little Rock public schools segregated is the most significant gain in the integration fight          Creator(s): Associated Press Photo          Date Created/Published: 1959</p>	<p><a href="http://www.loc.gov/pictures/item/00649676/">http://www.loc.gov/pictures/item/00649676/</a></p>
	<p>[Willie Mays, standing, wearing baseball uniform, with arm around shoulders of Roy Campanella, seated]          ] / World Telegram &amp; Sun photo by William C. Greene.          Creator(s): William C. Greene          Date Created/Published: 1961</p>	<p><a href="http://www.loc.gov/pictures/item/94510942/">http://www.loc.gov/pictures/item/94510942/</a></p>
	<p>American students arriving at Central High School, Little Rock, Arkansas, in U.S. Army car          Creator(s): Bern Keating.          Date Created/Published: 1957</p>	<p><a href="http://www.loc.gov/pictures/item/98502283/">http://www.loc.gov/pictures/item/98502283/</a></p>
	<p>Washington, D.C. Metal scrap collection at a Negro grammar school          Creator(s): Collins, Marjory, 1912-1985, photographer          Date Created/Published: 1942 Mar.</p>	<p><a href="http://www.loc.gov/pictures/item/owi2001003205/PP/">http://www.loc.gov/pictures/item/owi2001003205/PP/</a></p>
	<p>African American baseball players from Morris Brown College, with boy and another man standing at door, Atlanta, Georgia          Creator(s): Associated Press Photo          Date Created/Published: 1899 or 1900</p>	<p><a href="http://www.loc.gov/pictures/item/95507100/">http://www.loc.gov/pictures/item/95507100/</a></p>