

Community Assistantship Program

**A Secondary (9-12) Curriculum Project
Final Report**

Prepared in partnership with
Clayton Jackson McGhie Memorial, Inc

Prepared by
David Beard & Catherine Nachbar

University of Minnesota
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**CURA/CAP Collaboration with the CJMM:
A Secondary (9-12) Curriculum Project**
Final Report

Filed by
David Beard & Catherine Nachbar,
CJMM Education Committee

September 2006

This project was supported by the Community Assistantship Program (CAP), a program of the University of Minnesota's Center for Urban and Regional Affairs (CURA). The contents of this report are the sole responsibility of the author, and are not necessarily endorsed by the University of Minnesota, CURA, or CAP.

Summary

The CURA grant enabled the Clayton Jackson McGhie Memorial, Inc. Education Committee to make extensive progress toward the development of a curriculum for secondary (9-12) students. A five-day unit plan with a variety of multimedia texts, historical documents and literary works, in addition to the CJM Memorial as a work of public art, was developed with the support of the CURA-funded student employee. A number of community experts from UMD, UW-Superior and the CJMM Education Board came together to collaborate as a result of this grant. The relevant materials (not restricted by copyright) are included. Finally, this CURA grant was essential to seeking further funding from other agencies as the CJMM moves to print this curriculum for distribution in Spring 2007 and represents an important ongoing collaboration between the University of Minnesota and this important local nonprofit agency.

Letter of Transmittal

David Beard & Catherine Nachbar
Clayton Jackson McGhie Memorial Education Committee

Jeff Corn
University of Minnesota – Twin Cities

September 2006

Mr. Corn,

In April 2006, the CJMM Board submitted an application for a CAP grant sponsored by CURA to hire a research assistant to assist in the development of the CJMM Board's goal of developing a curriculum project. This report details that project, assesses its success, and includes the curriculum materials as developed under this grant.

The CJMM is grateful to the CURA/CAP program for providing resources to complete the first draft of this unit plan. Without it, the unit plan would still be a goal, not a tangible achievement ready for revision and publication. We are ready to proceed with dissemination and eventual publication as described below.

We would especially like to thank Mr. Corn for his support in the complications that arose with an undergraduate assistant who was, because of health complications, unable to complete a portion of the project. With Mr. Corn's help, the committee soldiered on and completed an excellent draft of a weeklong curriculum applicable to both Language Arts and Social Studies classes at the secondary (9-12) level.

Questions may be addressed to David Beard (db Beard@d.um n.edu) or Catherine Nachbar (cnachbar1@aol.com).

Thank you,

David Beard

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CURA/CAP Collaboration with the CJMM: A Secondary (9-12) Curriculum Project *Final Report*

Below, find a description of the work enabled by this CURA project, in reference to the original grant proposal. The CJMM is grateful to the CURA/CAP program for providing resources to complete the first draft of this unit plan. Without it, the unit plan would still be a goal, not a tangible achievement ready for revision and publication.

About the CJMM

Clayton Jackson McGhie Memorial, Inc. (CJMM) is a unique non-profit organization poised to work on addressing racism in Duluth, carried forward by the mantra, “Bring the Truth to Light” that supported the work to create the memorial to the three men lynched in Duluth 85 years ago. The mission of CJMM is to work to eradicate racial injustice in the community through reconciliation and healing, partnering with other organizations, and education.

CJMM (Clayton Jackson McGhie Memorial Committee) completed the process of erecting a \$400,000 monument in downtown Duluth memorializing the lives of three African American men lynched June 15, 1920. Since the dedication of the monument October 10, 2003 the committee has restructured their goals and focus. A primary focus has been community outreach and education.

About the CJMM 9-12 Curriculum Project

The CJMM Board sets a major goal/task each year to work towards completion. This year we are focusing on completing a curriculum unit that can be offered to secondary teachers locally and across the nation. It is important to note that this will be a long process. Copyright laws, research, state/national education standards will need to be included, and well thought out lessons will need to be created. The CURA grant has provided funds that start this process.

It was exciting to work with a UMD undergraduate student. Sharing our community organization’s goal with an undergraduate student reinforces the need and importance of this curriculum. There is still unawareness about the tragedy and the connection of our past to today’s racial tensions in our social fabric. There is no doubt in my mind that Ashleigh, undergraduate student, learned a lot about racial tensions from the post-World War One period, Red Summer (1919), the need for curriculum that examines these specific events, and economic tensions throughout the post-World War One period. These are somewhat obscure events that can help make connections to understand why lynching took place in our nation and the impact still felt in communities. Conveying these messages in a curriculum unit was our primary objective.

Assessing the Success of the CURA/CAP – CJMM Collaboration

To assess the success of this project, we measure our progress against the grant proposal (submitted in April 2006).

Original Program Description:

PROGRAM TITLE: Clayton Jackson McGhie Memorial Curriculum

SUMMARY OF PROGRAM: Clayton Jackson McGhie Memorial, Inc. (CJMM) is a unique non-profit organization poised to work on addressing racism in Duluth, carried forward by the mantra, “Bring the Truth to Light” that supported the work to create the memorial to the three men lynched in Duluth 85 years ago. The mission of CJMM is to work to eradicate racial injustice in the community through reconciliation and healing, partnering with other organizations, and education. The student researcher will assist with the development of a one-week curriculum unit for secondary education classes. The curriculum will connect with current state and national education standards; integrate multiple media, multiple research strategies and media literacy; connect with current issues in race relations; and promote interactive classroom dialogue and activities.

Measured against these criteria, the collaboration was a clear success. The CJMM Education committee (including Catherine Nachbar, Heidi Bakk-Hansen and David Beard) worked with student assistant Ashleigh Shelton, UW-Superior faculty Member Joel Sipress and other community activists to

- Develop a one-week curriculum unit for secondary education classes. *We have developed a flexible unit, adaptable to both Language Arts and Social Studies courses or to interdisciplinary collaboration. That curriculum is attached.*
- The curriculum will connect with current state and national education standards. *With support from the CURA-funded student, we were able to add Social Studies standards to the already-exhaustive list of Minnesota, Wisconsin and National standards.*
- The curriculum will integrate multiple media, multiple research strategies and media literacy. *We have integrated programming from PBS, Powerpoint presentations, artistic performance and the Memorial itself as the multiple media in the lesson plan. With the help of the CURA student, we have begun to seek appropriate copyright permissions. Finally, we have included research strategies for the analysis of multiple primary and secondary sources in the unit.*
- The curriculum will connect with current issues in race relations. Drawing upon the expertise of Catherine Nachbar, we have thoroughly integrated connections to current race relations. As this curriculum develops, we can expect further integration of current resources.
- The curriculum will promote interactive classroom dialogue and activities. Dr. Beard and Ms. Nachbar use a pedagogy thoroughly inflected by dialogue and discovery (as opposed to lecture) to drive this unit plan.

Similarly measurement can be made against the goals for the CURA/CAP funded student assistant.

Original Posted Duties/Responsibilities as Described in Grant:

- 1) Research lesson ideas,
- 2) Align state and national social studies standards with the project,
- 3) Research documentation that is currently held in archives of CJMM or MN Historical Society,
- 4) Integrate personal contact stories into current context,
- 5) Create multi-media resources and resource list,
- 6) Find interactive lessons that relate to the topic of racism.

Again, we have a clear measure of success. While the CJMM committee may have overestimated the abilities of the student assistant to help us with all areas of this project, the student was able to make substantial progress on some areas, allowing the committee to advance others.

- 1) Research lesson ideas. & (6) Find interactive lessons that relate to the topic of racism. *The committee made excellent headway in this area, pulling together combined expertise in both social studies and language arts.*

- 2) Align state and national social studies standards with the project. *While the student did initial research into the social studies standards, Nachbar and Beard made substantial headway into explicit connection between the unit plan and the standards.*
- 3) Research documentation that is currently held in archives of CJMM or MN Historical Society. *The student did not only this research, but also related work in contacting the library at the Circus World Museum in Baraboo. A draft of copyright permission articles was sent to the various archives holding material we wish to use.*
- 4) Integrate personal contact stories into current context. *This aspect, while initially important to the project, has been rethought in light of the resources available and the content standards for 9-12 curricula.*
- 5) Create multi-media resources and resource list. *This project is ongoing.*

While the summer project was a clear success, the larger involvement of more members of the Duluth-Superior community raised new issues for this project, discussed below.

More Directions for the CJMM Curriculum Project: Development

Many of the goals were met successfully but we realized that the original vision for the curriculum was limited. Additional lessons that might be included for the future include:

- a lesson about atonement, asking students to encounter what “atonement” might mean in the contemporary scene. This lesson takes student to the heart of the motivation for constructing the memorial.
- a lesson and/or materials for the new teacher about student sensitivity to the topic – anticipating issues students might raise, and
- a lesson bridging past historic events to racism in today’s society. This section of the unit plan was much debated during the CURA/CAP project and tabled until we had a solid grip on teaching the historical material, Now, it is time to return these issues to the discussion.

More Directions for the CJMM Curriculum Project: Dissemination

The results of this collaboration will be disseminated in multiple ways.

- *Publication:* The CURA/CAP grant was essential seed money for seeking further grant support for this project. CJMM members successfully obtained additional grant funding to support the preparation of this curriculum for printing and publication. In short, this curriculum will quickly move from files on a hard drive to hard copy available to teachers everywhere. The CURA/CAP grant was the seed that made this possible.
- *Professional Outreach:* This curriculum will serve Nachbar and Beard as they engage in outreach to secondary education teachers throughout the State. Nachbar regularly presents on the CJMM at conventions for high school educators, while Beard does the same in Language Arts; this curriculum will form the core for those presentations. Additionally, it will serve as the core for a proposed Educator’s Institute for summer 2007 offering at UMD.

Conclusions: An Unqualified Success, and Yet, a First Step

Reflecting upon our work and time together leads to several conclusions. We were successful in completing our objectives but additional goals and research items should be added to the curriculum unit. Overall, the project was a success but there is additional work that needs to be continued. The CURA funds were a

valuable start to this process and will add to the project's final outcome of a curriculum that can be used by many secondary teachers.

Appendix One: Prefatory Materials

**Teaching History, Literacy, Tolerance
A Curriculum
for the
Clayton Jackson McGhie
Memorial**

**Catherine Nachbar
with David Beard**

Published by the
Clayton Jackson McGhie Memorial
(a 501c3 non-profit corporation)
Duluth, Minnesota

Introduction: Why is the CJMM still needed today?

We think there are a number of reasons our work is still needed today. Even though we have made great strides as an organization we truly believe our best work is yet to come. In particular, we think there are 3 components to the work we have in front of us.

1) History

We believe we still need to provide a glimpse into the past history of not only America but our local history. If we are not able to learn and reflect on our past we are destined to repeat it. The Clayton Jackson McGhie Memorial can accomplish this by not only sharing the story of the lynching here but across the nation. We can also help bring other “Truths to Light” .

2) Educational

One of the keys to the work we are trying to accomplish is to teach and educate our children about conflict resolution. One of the most difficult hurdles to over come is how to start the difficult conversation about race, discrimination and prejudice. The CJMM has put together a curriculum to help assist teachers, churches and other organizations to open the door and breakdown stereotypes and myths. That is just one side of the coin; we have also put together a compelling DVD of a town hall meeting that starts the conversation with adults. Both of these tools are guiding adults and children to become partners in caring about their communities. We have similar follow-up projects in mind that take the conversation even further.

3) Map

We think this is probably the most important of the 3 components; A Map. We often take on the first two with no problem, but then we are left with a deep feeling of frustration. How do I use this new knowledge? We must develop a map to create communities, schools and workplaces where healthy relationships can grow. This will take time and planning, but it is so important if we are truly going to succeed.

So in closing, Yes we believe our work is still needed today. We also believe there are many others that agree that our work is necessary. Together we can change our communities, one household at a time... one parent at a time... one child at a time.

*Sincerely ,
Carl Crawford
Co Chair*

*Lynn Goerd
Co-Chair*

The History of the CJM Memorial

**by Dick Dolezal,
Founding Member of the CJMM Board**

In 1979 Michael Fedo wrote a book on the Lynching entitled “They was just Niggers(,)”, a quote from one of the rioters in 1920. It was later re-titled “The Lynchings in Duluth” when republished first by Northshore Books and later by the Minnesota Historical Society. This book marked the first reflection on events. The construction of the CJM Memorial was the product of an increasing consciousness of the importance of the three African American men lynched in this community – of this event to our community.

The graves are marked

An effort began to find the unmarked graves of the victims of the lynching. Craig Grau, Sociology professor at UMD led this investigation. Park Hill cemetery had interred the bodies in unmarked graves in 1920. First Lutheran Church helped finance the marking of the graves on October 26, 1991.

Vigils began to be held at the intersection where the lynching occurred in the 1990’s. In June, 2000, Heidi Bakk-Hansen published an article about the lynching in *The Ripsaw*, a weekly newspaper in Duluth. The Vigil held that year generated talk about getting a plaque at the site of the lynching to commemorate the 3 young men. A meeting was scheduled and over 30 people attended.

A grassroots Committee forms

A grassroots committee was formed to pursue this idea. Meetings began to be held on a regular basis. By 2001 Co-Chairs had been elected and voting rights were limited to people attending 3 meetings in a row. Grassroots meant no person or organization had a reserved seat on the Committee. You belonged by showing up and serving on sub-committees. People came together as persons interested in the issue, not from organizations. They saw this need for a Memorial as a “community” issue, (maybe end the sentence here...it is a race issue for some?) not a race issue.

The Committee finds a purpose

The purpose of the Committee initially was to facilitate the placement of a permanent memorial marker at the site where three young African-Americans were lynched in Duluth on June 15, 1920. It was acknowledged that the event’s historical significance and the memories of the men had not been recognized with the gravity or permanence they deserved. For example, there was no mention of it in any of the textbooks used by ISD 709, Duluth’s own school district! Apparently a plaque had been in(placed) the sidewalk at the shrine building which noted the event but the plaque disappeared in the 1990’s (It would have disappeared before Fedo’s book was published in 1979. This is oral history and we don’t have ‘proof’ that I know of to support this claim.) when the sidewalks were repaired.

Committees were formed to advance the mission of the CJM Memorial Board:

- **Education**-to develop a curriculum for schools on the Lynching; and offer materials to educate others about racism.
- **Public Awareness**- a speaker’s bureau to (speak) talk in the community about the lynching;

- **Fundraising** to create scholarships for youngsters to attend post high school education and general maintenance for the monument.

These committee(s) still exist to this day, continuing the work of the CJM Memorial Board.

The Committee finds an inspiration: the Memorial Plaza idea

The vacant lot across Second Avenue East, kitty-corner from the lynching site, was owned by LaMarr (Lamar) advertising company. It was found to possibly be available for development. The Committee decided to consider something larger than a wall plaque. A new sub-committee was formed to pursue creating an actual Memorial/Monument. In the fall of 2001 this sub-committee met with the Public Arts Commission (PAC) to learn about Public Art. They worked with PAC to create a Request for Proposals (RFP) that went out nationwide to the Public Arts Commission's standard mailing list as well as to lesser-known artistic venues.

The Committee selects an Artists Design

17 Proposals came in by the December 13, 2001 deadline. By February 25, 2002 artist Carla Stetson and writer Anthony Porter's proposal was selected. Now the grassroots Clayton Jackson McGhie committee had to reorganize itself to raise the money and build the Memorial. Other tasks were put 'on hold(,)' ; fundraising and building the Memorial became the priority. Two members of the Committee, Jill Caraway and Richard Dolezal volunteered to work with the artists and coordinate with them the actual physical creation of the Memorial. Everyone else set out to raise the \$150,000 dollars budgeted to create the Memorial.

The Community builds the Memorial

According to Stetson and Porter, the design for the Memorial would stimulate reflection and discussion. The writings and the visual language would be linked to produce a powerful message of equality and understanding. Using their sensitive vision for a public space that could promote reconciliation and build bridges, Stetson and Porter signed a contract with the Public Arts Commission. Porter contacted area Tribes and writers seeking input on his choice of quotes. Stetson used 3 young area men as her models when she created the wax models of Clayton, Jackson, and McGhie. She began this work in May of 2002, by September the bronze castings were being completed by American Bronze of Osceola, Wisconsin. Artstone of New Ulm, Minnesota poured the walls in the spring of 2003.

The City of Duluth bid the site preparation and bids were opened on May 3, 2003. June 3, 2003 was groundbreaking for site preparation. The walls were installed on July 8, 2003. The pavers were laid in September on two successive weekends by volunteers working under the direction of a paid paver. The Memorial was dedicated on October 10, 2003 with a crowd estimated to be over 3000.

The Memorial was paid for within 6 months of its Dedication. Funding was almost completely local, with banks, Faith Communities, schools and local citizens contributing the vast majority of the money. Though the Memorial has been completed, the mission of the CJMM Board is not. The continuing work of raising awareness about issues of racism in our communities continues through educational outreach, community forums, and scholarship opportunities for youth.

About the CJM Memorial Board

The Clayton Jackson McGhie Memorial Committee was formed in June 2000. It was a culmination of years of individual people keeping the stories of what happened to Isaac McGhie, Elmer Jackson and Elias Clayton alive in their way. There was Michael Fedo, who wrote The Lynching in Duluth (originally titled *They Were Just Niggers*, after a statement made by a Duluthian after the lynching). There was Craig Grau, who worked with the First Lutheran Church to get the gravesites marked in the early 1990s. There was Harlin Quist, who attempted to get Fedo's book published a second time, also in the early 1990s. There was Sheldon Aubut, who told tourists and history buffs the tales of Old Downtown on his top-hatted tours. There were teachers at local high schools, the local NAACP, university students, and local journalists. Perhaps hundreds of people, over the years, repeatedly brought attention to this blot on Duluth's history.

In 2000, the 80th anniversary of the lynching of these three young men, Heidi Bakk-Hansen wrote an article for the Ripsaw News titled "Duluth's Lingerin' Shame." It named the accusers, Irene Tusken and James Sullivan, publicly for the first time since 1920. And it led to several conversations between Bakk-Hansen and Henry Banks, an activist and shopowner on her delivery route. Banks suggested inviting community members to a vigil on the anniversary date, June 15. That day, it rained buckets. But people came.

Social workers, students, teachers, filmmakers. Regular folks. Activists. People who'd wondered for a long time why nothing of any consequence had been done to atone, to reconcile the town they loved with a history they hated. They began to meet, and try to figure out how best to represent a community committed to dealing openly and honestly with its past. From the start, there was a level of boldness pursued by the committee members, especially Co-Chairs Banks and Catherine Ostos, who challenged then-Mayor Gary Doty to support the committee's project of a memorial to the three men at the intersection where their lives were taken. It was a challenge the mayor accepted, after hearing committee members plead the importance of facing head-on the worst of our collective past.

By the time of the Unveiling in October 2003, the memorial committee was evolving into a 501c3 non-profit corporation, with an elected volunteer board, and a shortened mission to eradicate racial injustice in the community through education, reconciliation and healing, and partnering with other organizations.

Clayton Jackson McGhie Memorial Inc. has always seen the placement of the memorial on First Street and Second Avenue East as the first step in a long process of community reconciliation and healing. That means ongoing work with other community organizations in dealing with the tenacious poison of racism in our midst, whether it be in the school system, government, or on the street. Members of our board have attended national events such as the *Southern Exposure Conference* in Mississippi to network with other communities around the nation who are likewise working to confront historic wrongs and create a present and future where a true and deep racial reconciliation is achieved.

Appendix Two: Unit Overview

Title

Reading, Writing and Historical Research through the Lynching in Duluth

Focus Questions for the Unit

- How do we read and evaluate nonfiction contemporary accounts of the lynching in Duluth?
- How do we read and evaluate nonfiction historical accounts of the lynching in Duluth?
- How do we read and evaluate nonfiction contemporary accounts of the lynching in Duluth alongside other texts on lynching, racial tension and social & economic unrest at the time?
- How do we read and evaluate literary and artistic accounts of the lynching in Duluth?
- How do we connect these varied and multiple accounts to current issues of social & racial tension?

Unit Summary

Subject Area: Language Arts; American History

Grade Level: 10th

Learning Outcomes

Students will:

- ❑ Critically read:
 - contemporary newspaper accounts of historical events of the period before the lynching in Duluth,
 - contemporary newspaper accounts of the lynching, and
 - historical accounts (70-plus years later) of the lynching in print and television media,
- ❑ Evaluate these different nonfiction accounts of the lynching for accuracy, comprehensiveness, bias and credibility.
- ❑ Synthesize credible accounts of the lynching to produce a timeline of events.
- ❑ Critically read contemporary newspaper editorials about the lynching, evaluating the logic of argument and strength of evidence in the editorials.
- ❑ Critically read and make thematic connections between dramatic representations of the lynching in theatre and the above nonfiction texts.
- ❑ Critically read and make thematic connections between artistic representations of the lynching in the CJM Memorial and the above literary and nonfiction texts.
- ❑ Draw inferences from contemporary and historical accounts of the lynching and from the artistic representations in both theatre and public art about the causes of and solutions to racial & social tensions.
- ❑ Draft nonfiction, argumentative papers synthesizing and analyzing one or more of the following:
 - historical events
 - contemporary social issues
 - critical approaches to nonfiction, artistic and/or literary expression.

Student Assessment

- Students will produce short in-class or homework essays to stimulate class discussion on the relative credibility and reliability of the sources read.
- Students will produce timelines of events related to the lynching -- synthesizing credible nonfiction sources.
- Students will produce extended analytic essays on the literary or artistic expressions created in response to the lynching, drawing connections between artistic expression, historical context and contemporary social issues.

Accommodation Options	
ELL / IP Students	None as yet; hopefully to be developed in second iteration of curriculum
Highly-Capable Students (or enrichment/ extension activity)	None as yet; hopefully to be developed in second iteration of curriculum
<p>Approximate Time Needed (Example: 45 minutes, 4 hours, 1 year, etc.) Lessons will range from 30-60 minutes. The unit can take anywhere from three to six days.</p>	

Materials and Resources Required for Unit

Print Materials:

- Packet of Primary Source Readings (articles about racial tensions and lynching from national newspapers in the post-World War One period)
- Packet of Primary Source Readings (articles about the lynching in Duluth from regional and national newspapers in the post-World War One period)
- Packet of Secondary (Historical) accounts of the lynching
- Handouts to Guide Listening to Oral Presentations
- Timeline Handouts
- Text of the Dramatic Performance from the opening gala of the CJMM
- Text of Quotations on the CJM Memorial

Audio/Visual:

- *Northstar* video on the lynching (available on videocassette, DVD, or online as an iTunes podcast/Quicktime movie)
- Minnesota Public Radio story “Postcard from a Lynching” (available on CD from the Duluth Public Library or as MP3 file / streaming audio at www.mpr.org/)
- Powerpoint Presentations

Supplemental Resources (including Internet resources):

- Clayton Jackson McGhie Memorial Website
- CJMM Discussion Guide (available in Print and online at
- Minnesota Historical Society Websites

Supplies:

- None.

Technology – Hardware (Click boxes of all equipment needed.)

- Computer(s) for PowerPoint and possibly for QuickTime Videos and MP3 files
- VCR, DVD Player or Computer Video Player
- Printer Video Camera Digital Camera Scanner Television Laser Disk
- Projection System (for PowerPoint, MP3 files and QuickTime Videos)
- Music CD Player (for Minnesota Public Radio Stories) Other

Technology – Software (Click boxes of all software needed.)

- Microsoft Word Microsoft Front Page KidPix Microsoft Excel
- Microsoft Internet Explorer Inspiration Microsoft PowerPoint SchoolKiT
- Clicker 4 Publisher Encarta Reference Materials Image Blender/Photo Editor

Appendix Three: Lesson Plans

Weekly Lesson Plan: The Lynching in Duluth (3-5 Day Lesson)

Day One	
Subject: Issues of economic, social, and legislative tension in the post-World War One period.	Grade Level: 9-12, Higher Education
Duration: 1-2 50 minute class periods.	Materials: <ul style="list-style-type: none"> • post-World War One period PowerPoint • post-World War One period Timeline • Economic/Social/Legislative Worksheet • Tulsa Riots Article • Ida B. Wells Quotes

Rationale: This Day-One activity focuses on the economic changes, social tensions, and legislative conflicts leading up to, and during, the post-World War One period.

Objectives: Students will:

- Increase their knowledge base of U.S. History during the post-World War One era, focusing on social and economic issues.
- Make connections between lynching and its relationship to racism in American History.
- Be involved in an interactive simulation analyzing historical quotes.

Procedures:

1. (10 minutes) Distribute the post-World War One period timeline of events and allow students to examine and make inferences based on the timeline. (Teachers may also distribute a supplemental timeline or map that lists the number of African Americans lynched during this time period.)
2. (15 minutes) Project the post-World War One period PowerPoint to the students and distribute the note taking skills sheet that accompanies the slide show. While the students view the post-World War One period PowerPoint and evaluate its significance, they will use the skills sheet as a tool to keep them engaged throughout the lecture and slide show.
3. During the PowerPoint presentation, the teacher will be creating an image of the post-World War One so students can identify major demographic and historical events concerning the economic, social, and legislative climate of the post-World War One on their skills worksheet. **NOTE:** Teachers may refer to the “Notes” within the PowerPoint for additional information on the post-World War One period.
4. (15 minutes) During the Tulsa Riots PowerPoint slide, the teacher will distribute the Tulsa Riots article; students will read and associate the occurrence with the historical context of the post-World War One period, and summarize their analysis in a classroom discussion.

5. (10 minutes) Distribute the Ida B. Wells quotes and have the students read them aloud while formulating creative ideas about how the quotes and the PowerPoint are interrelated.
 - Where does Ida B. Wells stand on the issue of lynching?
 - What does she imagine is its cause?
 - What steps does she believe need to be taken to deal with it?

Language Arts Standards, Lesson One:

Minnesota English & Communicating Arts Standards

I. Reading and Literature / C. Comprehension

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will: 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials (the Ida B. Wells texts alongside info presented in the PowerPoint presentation).

4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies (the Ida B. Wells texts).

8. Evaluate clarity and accuracy of information, as well as the credibility of sources (the Ida B. Wells texts).

B. Media Literacy

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will: 2. Evaluate the logic of reasoning in both print and non-print selections (the Ida B. Wells texts).

3. Evaluate the source's point of view, intended audience and authority (the Ida B. Wells texts)..

8. Formulate critical, evaluative questions relevant to a print or non-print selection (the Ida B. Wells texts).

Wisconsin English Language Arts Standards

ELA:F.12.1, "Evaluate the usefulness and credibility of data and sources (the Ida B. Wells texts) by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date."

NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts (in this case, the Ida. B. Wells texts), of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics) (in this case, applied to the Ida B. Wells texts).

Social Studies Standards, Lesson One:

- The student will understand the origins of racial segregation (through the contextualizing lecture and through the use of Ida B. Wells documents).
- The student will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression (through the contextualizing lecture and through the use of Ida B. Wells documents).
- The student will analyze historical evidence and draw conclusions (through the use of Ida B. Wells documents)..

Handout: Tulsa Riots 1921

The triggering event was the accusation by a white woman that a black man had attempted to sexually assault her. Tulsa police arrested the man. A white crowd, a lynch mob in the estimation of Tulsa's large black community, gathered outside the jail.

Several months before a similar crowd had lynched a white suspect. What chance, blacks wondered, would a young black man have? To stave off a lynching, a group of armed blacks drove to the jail and volunteered to help guard it. The authorities refused their offer. The blacks returned to their section of the city. Shortly afterward, a rumor of an impending attack on the jail impelled them to return. Again the police refused their help. But some whites in the crowd demanded that they disarm. They refused. One white moved to take a black man's rifle by force. There was a shot; a white man fell dead. Blacks beat a hasty retreat to their cars. Whites milled about. They ran home to get weapons and, in largely uncoordinated bands, headed off to "Run the Negro Out of Tulsa."

All through the night and into the morning, thousands of white Tulsans invaded the black section of the city as smaller bands of blacks, some of them WWI veterans, fought to defend houses, businesses, and churches. By the time the governor ordered in the National Guard, the shooting was over. The entire black community was a smoldering ruin. Hundreds were dead, most of them black. Thousands had fled the city, all of them blacks. The Guard took hundreds into "protective custody," all of them black as well. No white was arrested.

As they had with other race riots, newspapers across the country condemned the violence and lawlessness. The failure of city and state authorities to mount any sort of an investigation, much less bring criminal charges against anyone, conveyed a different message.

Source:

<http://www.assumption.edu/ahc/1920s/Eugenics/Klan.html>

See also:

The Final Report of the Oklahoma Commission to Study the Tulsa Race Riot of 1921 is available online at <http://www.ok-history.mus.ok.us/trrc/freport.htm>.

See also:

A commission was created seventy-five years after the riot. A collection of upwards of one hundred photographs of the riot is available at a University of Tulsa site at http://www.lib.utulsa.edu/speccoll/tulsa_race_riot.htm.

Handout: Ida B. Wells (1)

From the notes of Heidi Bakk-Hansen

<p>Passage by Ida B. Wells, From "Ida B. Wells Abroad: Speaking in Liverpool Against Lynchers of Negroes" , <i>Inter-Ocean</i>, April 9, 1894:</p>	<p><i>Critical Readings & Discussion Question</i></p>
<p>... lynch law is spreading in the States. Illinois, Indiana, Ohio, Iowa, and Pennsylvania have each had lynching within the past nine months, and nothing more has been done to punish lynchers in these States than in the States south of Mason and Dixon's line....</p>	<p><i>What is "lynch law"?</i></p>
<p>...I take the statistics and prove that according to the charges given, not 1/3 of the men and women lynched are charged with assault on white women, and brand that statement as a falsehood invented by the lynchers to justify acts of cruelty and outrage. I find wherever I go that we are deprived the expression of condemnation such hangings and burnings deserve, because the world believes Negro men are despoilers of the virtue of white women.</p>	<p><i>In Ms. Wells' opinion, are assaults on women the primary cause of lynching?</i></p>
<p>Unfortunately for the Negro race and for themselves...the magazines of my country have printed this libel on an entire race to the four corners of the earth. ...[they] draw a picture of the isolated districts in the South where great hordes of ignorant and dangerous negroes swarm, of the inadequacy and delay of the law, and then asks: "What would you do if your wife or daughter were so assaulted?" ... It will be remembered that a negro was lynched in [Clanton, AL], August, 1891; that the mob ranged itself under the body of the man as he hung and was photographed...This photograph represented boys from 10 years old upward standing under the ghastly object.</p>	<p><i>Why would someone want to be photographed at the scene of a lynching?</i></p>

Handout: Ida B. Wells-Barnett (2)

<p>Passage by Ida B. Wells-Barnett, “To the members of the Anti-Lynching Bureau” By Ida B. Wells-Barnett, chairman. From the Library of Congress website (http://memory.loc.gov)</p>	<p><i>Critical Readings & Discussion Question</i></p>
<p>To the Members of the Anti-Lynching Bureau;-- The year of 1901 with its lynching record is a thing of the past. There were 135 human beings that met death at the hands of mobs during this year. Not only is the list larger than for four years past, but the barbarism of this lawlessness is on the increase. Six human beings were burned alive between January 1st 1901 and Jan. 1st 1902. More persons met death in this horrible manner the past twelve months than in three years before and in proportion as the number roasted alive increases, in the same proportion has there been an indifference manifested by the public. Time was when the country resounded with denunciation and the horror of burning a human being by so called Christian and civilized people. The newspapers were full of it. The last time a human being was made fuel for flames it was scarcely noticed in the papers editorially. And the chairman of your bureau finds it harder every year to get such matter printed.</p> <p>In other words, the need for agitation and publication of facts is greater than ever, while the avenues through which to make such publications have decreased....</p> <p>--Jan. 1st, 1902. Ida B. Wells-Barnett, Chairman.</p>	<p><i>What is the state of the fight against lynching in 1902, according to Ida B. Wells-Barnett?</i></p>

Handout: Post-World War One Period Note Guide

As you listen to the information presented about life in the post-World War One period, your job is to list historical events, changes in social relationships, legal challenges and other that may relate to racial tensions. Make sure you can explain why.

Name: _____

Event	What was it? How did it contribute to racial tensions in the post-World War One period?
The "Great Migration"	
Steel Mill Strikes from 1875-1919	
1908 Springfield Race Riots	
1910 Baltimore Segregated Neighborhoods Legislation	
1915 Re-formation of the KKK	
<i>The Rising Tide of Color Against White World Superiority</i> by Lothrop Stoddard becomes a bestseller	
Red Summer riots <ul style="list-style-type: none"> • <i>May 10th Charleston, South Carolina;</i> • <i>July 13th Gregg and Longview counties, Texas;</i> • <i>July 19-23 Washington, DC;</i> • <i>July 27th Chicago, IL.</i> • <i>October 1-3 Elaine, Arkansas.</i> 	

What did you find the most interesting about the information shared today and what would you like to learn more about?

Weekly Lesson Plan: The Lynching in Duluth (3-5 Day Lesson)

Day Two	
Subject: The climate in Duluth leading up to the lynching, the day of the lynching, and the days following the lynching.	Grade Level: 9-12, Higher Education
Duration: 1 50 minute class period.	Materials: <ul style="list-style-type: none"> • Packet of Primary Sources

Rationale: This Day-Two activity focuses on the Primary Sources in regards to the events of “Red Summer,” racial and economic issues during the post-World War One period. Learning about the atmosphere across the nation will allow students to realize the events that transpired in Duluth were not isolated. Lynching and race riots were taking place across the nation during this time period with thousands of people participating. Examining primary sources from the time period will allow students to analyze perceptions from the post-World War One period and look back in time to find answers to the question: why and how could this happen?

Objectives: Students will:

- Use primary source documents to analyze lynching during the first half of the 20th century. Examine and interpret Primary Sources.
- Take home additional Primary Sources and synthesize and summarize their reactions to the readings.

Procedures:

1. (10 minutes) Complete discussion of Ida B. Wells materials from Day One. This exercise may not have been completed from yesterday’s lesson. It may also be helpful for the students to view other events happening during this time period.
2. (15 minutes) Distribute:
 - primary readings from national newspapers on lynching prior to 1920 and
 - one “Dig into Primary Sources” worksheet.

Allow independent reading time to complete the individual portions of worksheets on “Dig into Primary Sources.”

3. (15 minutes) Students complete a pair/share activity, complete the group portions of the “Dig into Primary Sources” worksheet and discuss all the articles in a classroom discussion.
4. (10 minutes) Continue to make connections to events discussed in Day One. Assign reading of additional primary sources specifically about the Duluth lynching.

Language Arts Standards, Lesson Two:

Minnesota English & Communicating Arts Standards

I. Reading and Literature / C. Comprehension

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will: 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials (the contemporary newspaper accounts of Red Summer and other lynching).

4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies (the contemporary newspaper accounts of Red Summer and other lynching).

8. Evaluate clarity and accuracy of information, as well as the credibility of sources (the contemporary newspaper accounts of Red Summer and other lynching).

B. Media Literacy

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will: 2. Evaluate the logic of reasoning in both print and non-print selections (the contemporary newspaper accounts of Red Summer and other lynching).

3. Evaluate the source's point of view, intended audience and authority (the contemporary newspaper accounts of Red Summer and other lynching)..

8. Formulate critical, evaluative questions relevant to a print or non-print selection (the contemporary newspaper accounts of Red Summer and other lynching).

Wisconsin English Language Arts Standards

ELA:F.12.1, "Evaluate the usefulness and credibility of data and sources (the contemporary newspaper accounts of Red Summer and other lynching) by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date."

NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts (the contemporary newspaper accounts of Red Summer and other lynching), of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics) (in this case, applied to the contemporary newspaper accounts of Red Summer and other lynching).

Social Studies Standards, Lesson Two:

- The student will understand the origins of racial segregation (through the contemporary newspaper accounts of Red Summer and other lynching).
- The student will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression (through the contemporary newspaper accounts of Red Summer and other lynching).
- The student will analyze historical evidence and draw conclusions (through the use of the

contemporary newspaper accounts of Red Summer and other lynching).

Handout: Digging in to Primary Sources

Group Names: _____

Primary Source Title: _____

Identifying the Source	
<p><i>Document Type:</i></p> <input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memo <input type="checkbox"/> Map <input type="checkbox"/> Report <input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional Record <input type="checkbox"/> Census Report <input type="checkbox"/> Press Release <input type="checkbox"/> Journal/Diary Entry <input type="checkbox"/> Work of Poetry or Fiction <input type="checkbox"/> Photograph	<p><i>Author:</i></p> Name: Position / Title: Gender: Ethnicity or Race: Relevant Political or Social Affiliations: <i>What authority does the author have to write about this topic?</i>
	Date(s) of Source (if listed):
	For what audience was this document written?

<p>What kinds of evidence does the author use:</p> <input type="checkbox"/> Eyewitness Accounts? <input type="checkbox"/> Interviews <input type="checkbox"/> Court Records <input type="checkbox"/> Newspaper & Magazine articles <input type="checkbox"/> Books <input type="checkbox"/> Surveys & Statistics <input type="checkbox"/> Other
--

Individual Answers	
List three things the author said that you think are important and state why. 1. 2. 3.	
Why do you think this primary source was written?	What evidence in the document helps you know why this primary source was written? Use quotes from the document.
List two things the document tells you about life in the United States at the time it was written: 1. 2.	
Group Answers	
What is the reaction your group had towards these documents (each member must contribute)? 1. 2. 3. 4. 5. 6.	

** Be prepared to answer the following the question for your presentation: *What is the meaning of this primary source and what can we learn from it?*

In-Class Handout:

(The in-class handouts from national newspapers pose copyright questions that prevent their addition to the CURA report, which is to be available on the web.)

Citations for In-Class Handouts:

Take-Home Handout:

Infuriated Mob Takes Three Negroes from Police Station Hanging Them to Light Pole
From the *Duluth News Tribune*
Transcribed by Ashleigh Shelton

Duluth had the first lynching in its history last night.

A mob estimated anywhere from 1,000 to 10,000 bent on avenging an assault on a young West Duluth girl, lynched three negroes held as suspects, two of whom, it is claimed, had confessed to the crime and the third who was being held as a material witness, hanging them to an electric light pole in front of the Shrine auditorium. The mob wrecked police headquarters and wounded several policemen in taking the Negroes.

The three negroes whose dead bodies are today at Grady and Horgan's undertaking rooms are Isaac McGhie, age 20, Elmer Jackson, age 20, and Elias Clayton, age 19. McGhie is the only one of the trio who, to the last, claimed innocence of the crime.

The gathering of the mob started early in the evening. It is claimed that a truck on which was the label "city truck" came from the western end of the city shortly after 7 o'clock carrying a gang of young men. Attached to the truck and dragging behind was a long rope. The truck traveled through the streets slowly while those on the truck shouted, "Come on fellows, join the necktie party!"

Men and boys grabbed the rope and marched behind the truck through the street, finally stopping opposite police headquarters on the upper side. The crowd gathered rapidly. Truckloads of others joined, many of these truckloads coming from the western end of the city. The truck riders coming later made no demonstration. Apparently no attempt was made to stop them.

Youth Incited Crowd

When the first truck stopped a young mad, whose age was judged at about 20 years, got up on the top of the truck and began to address the crowd. His talk is said to have been exceptionally inciting. He told the crowd that the girl who was attacked by the Negroes laid in the hospital at death's door and called on the crowd for vengeance.

The police barricaded the door of the police headquarters and called every man off duty to report. A reserve of twenty-five policemen was at the station when the mob began its assault on the jail. Sergeant Oscar Olson was in charge. The police were holding the fort, both front and back, when the crowd flanked them by climbing the fire escape between the city hail and police headquarters and breaking in through the windows. Before the police knew what was taking place several hundred men had forced their way in and begun to process of battering the jail.

Fire hose turned on the mob by the fire department, which was called out to disperse the mob, apparently only added to the fury. The mob took the hose out of the hands of the firemen and turned the water on the police. Hundreds of feet of fire hose was destroyed.

Bricks, paving blocks, rails and heavy timbers were used in battering the way into the jail. After breaking into the main cell house the mob tore loose the locks on several of the cells. Finding one of the Negroes downstairs the mob went upstairs to the boys' department where the other five were being held.

Steel saws were used when it was found that the battering ram was of no avail. Two steel bars holding the big door were sawed through. This process was too slow for the mob, which took another battering ram and broke through the wall, making a hole three feet wide by two feet high. The wall at this point is sixteen inches thick. Through this hole the terrified Negroes were dragged.

Negroes Dragged to Doom

The Negroes were taken up the hill to First Street, following a mock trial held just outside of the cell room.

McGhie was the first to be strung up. He begged for mercy, stoutly declaring his innocence. Father W. J. Powers and Father P. J. Maloney pleaded with the crowd to allow the law to take its course, but were greeted with hoots and yells and with the remarks, "remember the girl!" and "lunch him!"

The first of the Negroes to hand, Isaac McGhie, fell to the ground when the rope broke, the mob members nearest to the victim kicking him and jumping on him until he was about dead. Elmer Jackson, the next to die, met death calmly. He threw some dice to the crowd with the remark that he would not need them where he was going. The crowd cheered during his dying convulsions. When dead, he was lowered to within a few feet of the ground and left hanging, stripped of most of his clothes and covered with blood.

Begs Mercy: Gets Brutality

Elias Clayton, the third negro, who had witnessed the hanging of the other two, wept and begged for mercy, but there was no mercy in the crowd and he was quickly hoisted high and with hands lifted in supplication, received the kicks and blows aimed at him as his body dangled against the pole. One young man, who, it was claimed, was the brother of the assaulted girl, stood high up on the pole and kicked repeatedly at the face and head of the dying wretch.

When the hanging was over the crowd stood and, with the aid of a searchlight focused on the two men dangling in the air, viewed the results of its defiance of all law and order with calm satisfaction. The mob slowly dispersed and it was about 1 o'clock when the police were able to get close enough to the bodies to cut them down and turn them over to a local undertaker. Two were still hanging to the pole and one was lying on the ground, battered and bruised, where the mob had stamped and kicked the body fiendishly.

Headquarters a Wreck

The headquarters station is a wreck from basement to the third floor. The mob apparently was insane with desire to destroy and wreak vengeance. Windows, furniture, office records, and even the battery room on the third floor were destroyed. Everything was soaked with water from the hose handled by both sides and the floor of every room was ankle-deep with water. Hardly a whole window is left in the building.

The first demonstration which caused some apprehension came early in the evening, when Sergeant Olson called Commissioner Murnian to the station. Rumors of impending trouble had reached the police and every preparation was made to be ready for trouble. Reserves and every available policeman from all districts were called into headquarters. Commissioner Murnian took charge and as the crowd grew and became more threatening, barricaded all doors. Bim timbers and steel rails were obtained and while these were being used to batter down the doors others furnished the crowd stones and bricks from Michigan Street with which to bombard the windows and every policeman they could see.

Chief Murphy, on his way from Virginia with eight other prisoners connected with the assault, was met on the Vermillion road and informed of the trouble in time to avoid bringing his prisoners to the notice of the mob. A hasty run was made to a farmhouse on the Vermillion road where he prisoners were left under guard. On the arrival of Chief Murphy the police were equipped with guns and bayonets and ordered to clear the streets, which they did with little difficulty, as the crowd's bloodlust had been satisfied.

One May Be Innocent

That there is a possibility that the mob has killed an innocent man was brought in lightly Chief Murphy, who declared that one of the six prisoners was being held simply as a witness against the others and was in no way connected with the crime. Whether one of the men lynched was this man, Chief Murphy had had no time to investigate before spiriting them away last night. He decided this morning that one of the men killed was one who had confessed and implicated the others and had given most of the information of the assault to the police.

With the death of this man the police are without means of fastening the guilt on the remaining three outside of the statements made to the police by the prisoners during their first examination by the chief yesterday morning.

Mob Well Prepared

That the men taking part in the lynching came well prepared is borne out by the number of tools and other instruments brought with them for the purpose of forcing the jail doors. Stuck fast in the steel bar of the door leading into the boys' department cells was a first-class machinists' steel saw. Several blades were broken in sawing the steel bars two of which were cut through.

This mob brought a heavy battering ram, which had no effect on that door. The gang then put into play picks, sledgehammer and other instruments and smashed their way through the wall, breaking through sixteen inches of brick and mortar. A hole three feet wide and two feet high was made.

Through this hole men with leveled guns went at the Negroes and chased them through the hold into the arms of the waiting mob. After the Negroes were outside of the cell room a short mock trial was held. The impromptu jury found them "guilty" and the mob cheered and dragged them to the scene of the hanging

Tale-Home Handout: Ten Negroes Are Taken At Virginia

From the *Duluth Herald*

Transcribed by Ashleigh Shelton

Virginia, Minn., June 16—(Special to *The Herald*)—The following negroes employed by the John Robinson show were arrested here last night in connection with the Duluth assault case. Albert Smells, Charles Harris, Ed Black, Joe Sebron, Clarence Grain, Max Mason, Louis Hayes, Norman Ousley, Frank Spicer and Eugene Lefferies. The first four were taken to Duluth by Chief Murphy, Capt. Fiskett and Lieut. Schulte at 8 o'clock. The other six were taken by Sheriff Magie at about 4 o'clock. Excitement was tense here all night. The circus left at about 3 o'clock this morning over the Duluth Winnipeg and Pacific road for Fort Frances. Ten were arrested here when only two were called for on account of each man involving others.

When the sheriff and the chief of police were notified of the lurching of the three Negroes, those arrested at Virginia were not brought to Duluth but were taken to another place for fear of further trouble here.

Weekly Lesson Plan: The Lynching in Duluth (3-5 Day Lesson)

Day Three	
Subject: The type of community Duluth was and the events that occurred on June 15, 1920;	Grade Level: 9-12, Higher Education
Duration: 1 50 minute class period.	Materials: <ul style="list-style-type: none"> • A Blank Timeline Sheet • Northstar Video & Questions • The Circus PowerPoint • Homework Assignment: <i>Pioneer Press</i> Article (1979)

Rationale: This Day-Three activity focuses on the type of community Duluth was (leading up to the post-World War One period) and the events that occurred on June 15, 1920.

Objectives: Students will:

- Create a timeline of events from the Primary Sources from the previous class period.
- Review the facts from the first day (the social issue of lynching in the U.S. during the early 1900's) of class.
- Complete a homework assignment focused on the 1979 *PiPress* Article.

Procedures:

1. Distribute the blank timeline and allow students to draft a timeline of events from the previous primary sources. Students could do this individually, in small groups, or as an entire class. There is not a lot of value in taking large amounts of class time to complete this activity. Therefore, it is recommended that students create the timeline as a class. **NOTE:** Teachers may refer to the July 15, 1920 timeline provided. (15 minutes)
2. Project the Circus PowerPoint to support the timelines and to create an image of Circus and Roustabout Life. Students will be able to identify the differences from “normal life,” as well as formulating reasons as to why this could have had an impact on the events of June 15, 1920. (20 minutes)
3. Teachers should review the facts from the first day (the social issue of lynching in the U.S. during the early 1900's) for the students, and then distribute and assign the Homework Assignment: 1970 *Pioneer Press* article.
 - It may be beneficial to ask students what they think is the official definition of lynching and where the word originates. According to *Webster's Collegiate Dictionary*, “to lynch” means to put to death (usually by hanging) by mob action without due process of the law or legal

sanction. The term was coined during the 1830s after a vigilante, William Lynch. Many different types of people have been lynched historically but during this time period it was predominantly African American men although white men, African American women, and very few children were also lynched. According to the Constitutional Rights Foundation, between 1882 and 1968, mobs lynched 4,743 persons in the United States, over 70 percent were African-American. Lynching peaked after the end of Reconstruction when federal troops were removed from the South under the Grant administration. By the late post-World War One period, 95% of U.S. lynching occurred in the South.

- - Often white mobs justified their actions as a defense of “white womanhood;” the usual reason given for lynching black men was that they had raped white women. Journalists, like Ida B. Wells (1862-1931) saw through this sham and proclaimed that the lynch mobs’ real motive was the determination to keep African American men economically depressed and politically disenfranchised. Ida B. Wells (Ida B. Wells-Barnett) headed the Anti-Lynching League and helped to found the National Association for the Advancement of Colored People (NAACP). It may be important to note that the Constitution leaves law enforcement up to the states but during this time period the NAACP sought to pass anti-lynching laws at the federal level. In fact, an apology was issued on the Senate floor of the government in 2005. [Look up the exact date and provide a link for teachers to access the words spoken on the Senate floor.](#)
4. The *Pioneer Press* article will give the students a sense of what it was like to be present in the mob the night of the lynching. It is recommended that the student begin reading the article, perhaps together aloud, before leaving for home. As such reading continues, discussing mob mentality could contribute to powerful classroom discussions.

Language Arts Standards, Lesson Three:

Minnesota English & Communicating Arts Standards

I. Reading and Literature / C. Comprehension

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will: 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials (the *Pioneer Press* article).

4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies (the *Pioneer Press* article).

8. Evaluate clarity and accuracy of information, as well as the credibility of sources (the *Pioneer Press* article).

B. Media Literacy

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will: 2. Evaluate the logic of reasoning in both print and non-print selections (the *Pioneer Press* article).

3. Evaluate the source’s point of view, intended audience and authority (the *Pioneer Press* article).

8. Formulate critical, evaluative questions relevant to a print or non-print selection (the *Pioneer Press* article).

Wisconsin English Language Arts Standards

ELA:F.12.1, "Evaluate the usefulness and credibility of data and sources (the *Pioneer Press* article)

by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date."

NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts (the *Pioneer Press* article), of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics) (in this case, applied to the *Pioneer Press* article).

Social Studies Standards, Lesson Three:

- The student will understand the origins of racial segregation (through the *Pioneer Press* article).
- The student will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression (through the *Pioneer Press* article).
- The student will analyze historical evidence and draw conclusions (through the use of the *Pioneer Press* article).

Weekly Lesson Plan: The Lynching in Duluth (3-5 Day Lesson)

Day Four	
Subject: The type of community Duluth was and the events that occurred on June 15, 1920; the significance of the CJM Monument.	Grade Level: 9-12, Higher Education
Duration: 1 50 minute class period.	Materials: <ul style="list-style-type: none"> • Homework Assignment: <i>Pioneer Press</i> Article (1979) • <i>Northstar</i> Video & Questions

Rationale: This Day-Four activity examines the day of the lynching and discusses the importance and magnitude of the CJM Monument. Students will:

- Analyze and Discuss the *Pioneer Press* Article and briefly examine the events the day of the lynching.
- View the *Northstar* video and discuss the personal testimony from the board members.
- Examine what purpose the Duluth monument serves for the community.

Procedures:

1. Distribute the focus questions or response-writing question concerning the *Pioneer Press* Article from Day Three. Questions could be as follows:
 - a. What have you learned from this reading?
 - b. What was the impact of the lynching on the history of Duluth?
 - c. How has society changed? How hasn't it?
 And so on.

2. Project the 1990 *Northstar* Video and distribute the questions that accompany the movie. While the students view the *Northstar* Video and evaluate the personal testimony of Duluth community members and significance of the monument, they will keep the questions in mind as a tool to keep them engaged throughout the movie. Questions are as follows:

Northstar Discussion: Understanding Events

- One. Briefly outline the events of June 15, 1920 as portrayed in the *Northstar* video.
- Two. Describe what type of community Duluth was in 1920, how could this have contributed to the tragic events of June 15th.
- Three. According to the producers of *Northstar*, what factors contributed to the lynching?

Northstar Discussion: Media Literacy

- Four. What sources do the makers of the *Northstar* video consult? Do you find those sources persuasive? Unbiased? Are there any voices that you would like to have heard in this video?
- Five. Which personal testimony from the board members (interviews) stood out the most in your mind? Why?
 - Some still images, or photos, are used more than once. Which images are they? While you might guess that that's because they "ran out" of pictures, why do you think that the director of this film repeated those images? How do they focus our attention as we think about the lynching?
 - We *never* see the full face of the actors who play the victims in the recreation. Why not? How does this affect our interpretation of events?
 - We *do* see the full face of more than a dozen of the perpetrators. How does this affect our interpretation of events?

Northstar Discussion: Connecting the Monument to Today

- Six. What purpose do you think the Duluth monument serves for that community?
- Seven. Is better to remember an event like the Duluth Lynching or to let the event become unknown as time passes? Explain your answer.

Language Arts Standards, Lesson Four:

Minnesota English & Communicating Arts Standards

I. Reading and Literature / C. Comprehension

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will: 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials (the *Northstar* video).

8. Evaluate clarity and accuracy of information, as well as the credibility of sources (the *Northstar* video).

B. Media Literacy

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will: 2. Evaluate the logic of reasoning in both print and non-print selections (the *Northstar* video).

3. Evaluate the source's point of view, intended audience and authority (the *Northstar* video).

8. Formulate critical, evaluative questions relevant to a print or non-print selection (the *Northstar* video).

Wisconsin English Language Arts Standards

ELA:F.12.1, "Evaluate the usefulness and credibility of data and sources (the *Northstar* video) by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date."

NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts (the *Northstar* video), of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics) (in this case, applied to the *Northstar* video).

Social Studies Standards, Lesson Four: Catherine Fills In????

Weekly Lesson Plan: The Lynching in Duluth (3-5 Day Lesson)

Day Five	
Subject: Learning endeavors to further reiterate the significance of racial bias and the Lynching in Duluth	Grade Level: 9-12, Higher Education
Duration: 1 50 minute class period.	Materials: <ul style="list-style-type: none"> • The CJMM Script from Opening Night • The Recorded Performance of The CJMM Script from Opening Night • Quotes from the CJMM

Rationale: This Day-Five (closing) activity connects the historical readings and historical work that the students have engaged to this point to contemporary issues and aesthetic representations (in literature or art). Students will either engage the CJM Memorial, primarily, or the dramatization of the night of the lynching.

If the primary text is the Drama, students will:

- Assess whether they feel the drama enriches their historical understanding of the events on the night of the lynching
- Assess whether the drama distorts, as all literature must, their historical understanding of the events on the night of the lynching
- Assess whether the drama allows us to “hear” the victims in ways that the historical materials do not.
- Assess what the drama says about the changes in the Duluth community since the lynching.

If the primary text is the Memorial, students will:

- Assess whether they feel the memorial enriches their historical understanding of the events on the night of the lynching
- Assess whether the memorial distorts, as all art must, their historical understanding of the events on the night of the lynching
- Assess whether the memorial allows us to “hear” the victims in ways that the historical materials do not.
- Assess what the memorial says about the changes in the Duluth community since the lynching.

Procedures (drama):

- Circulate copies of the drama.
- Assign roles to class members. (We recommend that multiple students “share” each role.)
- Read the drama aloud.
- Discuss (or freewrite an answer to, then discuss) the drama in terms of the questions
 - Assess whether they feel the drama enriches their historical understanding of the events on the night of the lynching
 - Assess whether the drama distorts, as all literature must, their historical understanding of the events on the night of the lynching

- Assess whether the drama allows us to “hear” the victims in ways that the historical materials do not.
- Assess what the drama says about the changes in the Duluth community since the lynching.

Procedures (memorial):

- Show Powerpoint slides of the memorial. Circulate copies of the text of the memorial.
- Assign roles to class members. (We recommend that each student be given one quotation to read.)
- Read the memorial text (both quotations and expository text) aloud.
- Discuss (or freewrite an answer to, then discuss) the memorial in terms of the questions
 - Assess whether they feel the memorial enriches their historical understanding of the events on the night of the lynching
 - Assess whether the memorial distorts, as all literature must, their historical understanding of the events on the night of the lynching
 - Assess whether the memorial allows us to “hear” the victims in ways that the historical materials do not.
 - Assess what the memorial says about the changes in the Duluth community since the lynching.

Language Arts Standards, Lesson Four:

Minnesota English & Communicating Arts Standards

I. Reading and Literature / C. Comprehension

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will: 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials (the drama or memorial).

8. Evaluate clarity and accuracy of information, as well as the credibility of sources (the drama or memorial).

D. Literature

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will: 12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines (the drama or memorial).

B. Media Literacy

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will: 3. Evaluate the source’s point of view, intended audience and authority (the drama or memorial).

8. Formulate critical, evaluative questions relevant to a print or non-print selection (the drama or memorial).

Wisconsin English Language Arts Standards

ELA:F.12.1, "Evaluate the usefulness and credibility of data and sources (the drama or memorial) by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and

date."

NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts (the drama or memorial), of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics) (in this case, applied to the drama or memorial).

**Social Studies Standards, Lesson Four:
Catherine Fills In????**

- Role Playing / Character Education
- Recorded Performance
- Yale U site on Lynching
- Quiz: Implicit Racial Bias Test (Harvard)
- Favorite Quotes from the Memorial

Handout: Script of the Performance at the Opening of the CJM Memorial
By XXX
Transcribed by Ashleigh Shelton

Isaac McGhie:

I heard them coming.

As I rocked on my knees, the floor was cold and I was alone except for that storm coming. This was no normal storm that would pass by quickly; this was a storm where someone would get hurt and that someone was me.

I was screaming and weeping, I did nothing and I didn't know nothing.

I begged for my life as they dragged me out of that cell.

The punches were striking me with tremendous force and they continued to beat me without mercy. They shoved me down the stairs, and once I was standing at the bottom, I spit out my tooth—a white tooth. God, if only my skin was white like that tooth.

The more they struck me the more I whimpered, but I could not be heard for the fever was too high.

As I was pushed out the station door, the lynch mob had their first, and I began the longest walk with the shortest distance of my life. I would end up swinging. Help me, God.

Elmer Jackson:

As I stood beside my cot, I could hear the mob breaking in, what a tremendous noise. I didn't want to hear the yelling and screaming, but I did. Never had my ears been so violated as this day.

The men sawed and sawed at the iron door bars. It would only be a moment and I would begin my journey. Never had I seen such evil in the faces of man. I could look clear down their throats as they yelled. The fear building up inside me...I wet my pants.

God, please let me leave this earth with some dignity, some grace.

I soon was pulled out of the cell and my beating and torture began, fists hitting me like I was some bag of dirt. I wish I were...I would be treated with more respect, more kindness.

Elias Clayton:

I didn't want it to end. I knew life would be hard, but living it would be easier than my destiny, my steps before me.

How could this be, why me? I hadn't done a thing and I was accused of this terrible crime. I knew better than to touch a white woman. We all did.

These men taking me and giving me their lynch mob justice were crazed with anger and I was full of fear.

Let there be one good man or woman to save me, Lord.

Isaac McGhie:

They ripped my clothes almost off my back. I begged for my life as they dragged me down the street all with punches.

White knuckles pounded me and a river of spit covered my shivering skin, my black skin, and my sentence.

Thousands of white people and twice that in eyes, eyes of green, blue and brown, like my eyes, seeing eyes, watched as they put that rope around my head. I screamed and begged for better.

My breath was gone and a warm feeling of comfort came to me in my last moments before my departure.

I was hanging about three feet off the ground and spotlighted by the many cars.

Blood spattered on the faces of those below me, red blood like their blood. Nobody noticed. A breath could not be purchased.

I twitched.

Elmer Jackson:

They threw me to the pole I would end my life on. I pleaded with my captives. I proclaimed my innocence, but joy and anger were hot and reason and compassion had departed.

A sailor came forward with a proud stance to put the noose around my neck; it was with great pride that he delivered the honor.

The mob screamed their approval and I was gone—yanked up and out of this early bond.

If only a bird's song would greet me in the morning.

Elias Clayton:

Oh, my God, I could see them in front of me, my brothers had departed, all but the twitch.

My eyes were as wide as a man's could be, my fear staggering.

A white woman looked at me as she tried to stop them from this action; she was one voice of reason in a sea of conflict. Her eyes reflected my future. I turned and saw my brothers riding those ropes to the end of their lives.

As they yanked me to my death fast and furious, I raised my hand skyward to the heavens and my life finished there with a twitch.

A ringing in my ears gave way to peace.

The Men/Closing:

Our seclusion was intense.

Our anger at what had happened was without parallel.

To die in vain for something we did not do, how painful.

Every man takes his first and last steps.

The spirit of forgiveness and hope did not die on that day.

The matters and madness of men cannot always be explained.

As we lie together in our earthly graves side by side, we know that our deaths were not in vain.

From this day forward we will be alive with hope for the future to see racism and hatred die with those who hold it close.

And new thoughts of individual love and dignity that progresses across the land will be in the hearts of the newborn.

A spring rushes over us and blesses us all and provides us with freedom.

Freedom to sing, freedom to dance, freedom to be.

As we walk through this valley of light, with pain forgiven but not forgotten, our song penetrates our spiritual core and we walk side by side.

As we sit on the edge of eternity with a basket of fruit harvested from our lives.

Let there never again be a basket of such harsh reality—a basket of bitter fruit.

Step forward without grief and fill your lungs with love and hope.

Handout: Discussion Questions: Getting to the Heart of the Events of 1920

What Happened?

- Do you think the girl and her escort lied? Why or why not?
- What do you think was going through the mind of people in the mob?
- Why do you think the police chose not to intervene?
- Why do you think many of the citizens were outraged at what had happened?
- According to the performance, what might the victims have been thinking? Do you find the performance helpful in feeling their feelings?

Can We Connect Historical Events to Today's Social World?

- Do you think something like this could happen by today's standards?
- Is racism a problem in Duluth today? If so, how prevalent is it?
- How has racism in Duluth changed since 1920?
- Can people of color be racist, or women be sexist, etc.?
- Who is hurt by racism? How much does it hurt? Does racism hurt white people in any way?

Appendix Four: Materials Related to Pursuit of Copyright

Code for Images Sought for Use in Powerpoint

Image Codes from the Circus World Museum in Baraboo, WI, keyed to the book *The Circus Age: Culture and Society Under the American Big Top* by Janet M. Davis:

(RB-N81-05-35) pg. 4
(RB-N81-15-4-1) pg. 5
(B+B-N81-06-1-N) pg. 47
(B+B-NL38-94-1F-6) pg. 119
(P-N45-RGLL-3) pg.125
(RBB-NL-37-30-1F-4) pg. 134
(HW-NL41-33-1U-1) pg. 137
(B+B-NL44-16-1U-3) pg. 166
(CL-N81-GRP-3) pg. 171
(CL-N45-MGT-51) pg. 177
(B+B-NL38-96-1F-2) pg. 217

Template: Letter for Securing Copyright Permissions

Catherine Nachbar & David Beard
Clayton Jackson McGhie Memorial Board (CJMM Inc.)
310 North 1st Avenue West, Room 116
Duluth, MN 55806

[Rights holder name and address]

Dear [Permissions Editor] [Personal name, if known]:

We are in the process of creating a curriculum package around the lynching in Duluth, MN in 1920 and the resultant Memorial erected on the intersection of First and First. This curriculum will include PowerPoint presentations, handouts and a variety of other materials for use by teachers in history and language arts classes in grades 6-12.

I would like your permission to include the following material with this curricular project:

[Citation with source information]

This material will be used [either as a reading for teachers to photocopy for students or as illustration or excerpt in the PowerPoint presentations for use by teachers in the targeted classes].

The curriculum will be accessible in part to visitors to the CJMM website for free. The intent is to create a curriculum package that might be sold to raise money for the continued work of the CJMM Board in issues of community activism.

If you do not control the copyright on all of the above mentioned material, I would appreciate any contact information you can give me regarding the proper rights holder(s), including current address(es). Otherwise, we seek information on the processes we might pursue to seek permission to use this material:

- As part of the free online offerings at CJMM website (www.claytonjacksonmcghie.org)
- As part of the curriculum package sold to support the work of the nonprofit CJMM Board

I would greatly appreciate any information you can offer us. If you require any additional information, please do not hesitate to contact us. I can be reached at:

dbeard@d.umn.edu

cnachbar1@aol.com

A duplicate copy of this Sincerely,

[Signature]

David Beard & Catherine Nachbar

Appendix Five: Relevant Language Arts Standards

Minnesota Standards

I. Reading and Literature

Students will read and understand grade-appropriate English **language** text.

C. Comprehension

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will: 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.

4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.

5. Summarize and paraphrase main idea and supporting details.

6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.

7. Make inferences and draw conclusions based on explicit and implied information from texts.

8. Evaluate clarity and accuracy of information, as well as the credibility of sources.

9. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.

D. Literature

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will: 12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.

D. Research

Standard: The student will locate and use information in reference materials.

The student will: 5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.

9. Organize and synthesize information from a variety of sources and present it in a logical manner.

B. Media Literacy

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will: 2. Evaluate the logic of reasoning in both print and non-print selections.

3. Evaluate the source's point of view, intended audience and authority.

4. Determine whether the evidence in a selection is appropriate, adequate and accurate.

5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.

7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.

8. Formulate critical, evaluative questions relevant to a print or non-print selection.

Wisconsin English Language Arts Standards & Information and Technology Literacy Standards

Analytical, Evaluative & Interpretive Skills

- *I&TL:A.12.2*, "Describe the common organizational patterns in different types of print media," and
- *ELA:E.12.5*, "Analyze and edit media work as appropriate to audience and purpose."
- *ELA:F.12.1*, "Evaluate the usefulness and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date,"
- *I&TL:B.12.4*, "Evaluate and select information from a variety of print, nonprint, and electronic sources,"
- *I&TL:C.12.3*, "Develop competence and selectivity in reading, listening, and viewing."
- *I&TL:B.12.6*, "Interpret and use information to solve the problem or answer the question."

Writing Skills

- *ELA:F.12.1*, "Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research"
- *I&TL:B.12.7*: "Communicate the results of research and inquiry in an appropriate format,"

Standards for the English Language Arts (Sponsored by NCTE and IRA)

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

- **1.** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- **3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- **4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **5.** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- **6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- **7.** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- **11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- **12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Minnesota Academic Standards in History and Social Studies

HISTORY AND SOCIAL STUDIES

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be . . . I know of no safe depository of the ultimate powers of the society but the people themselves. And if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education. - Thomas Jefferson

Public education in Minnesota must help students gain the knowledge and skills that are necessary to, in Jefferson's view, protect and maintain freedom. The Social Studies Standards on the following pages attempt to do just this by specifying the particular knowledge and skills that Minnesota students will be required to learn in the disciplines of U.S. History, World History, Geography, Economics and Civics as required by Minnesota statutes.

These standards are written with the recognition that additional academic disciplines, Psychology, Sociology, and Anthropology, have strong traditions of instruction in Minnesota schools. Schools may choose to continue teaching in these academic disciplines as local traditions, interest, and school priorities dictate.

What is History?

The study of History (Minnesota, U.S., and World) helps students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals.

The study of U.S. History helps students understand the democratic traditions of the United States and how these traditions were established and how they continue in the present. U.S. History also helps students understand that the United States is a nation built on ordinary and extraordinary individuals united in an ongoing quest for liberty, freedom, justice, and opportunity. It helps students understand how much courage and sacrifice it has taken to win and keep liberty and justice.

The study of World History helps students understand the major developments in the civilizations of Europe, the Middle East, Africa, Asia, and the Americas. World History helps students recognize the "common problems of all humankind, and the increasing interactions among nations and civilizations that have shaped much of human life" and how individuals and nations have successfully or unsuccessfully met the challenges of human nature and their environment.

Why study History?

American History should be studied because, as Kenneth T. Jackson - chair of the Bradley Commission on History in the Schools - states, "Unlike many other peoples, Americans are not bound together by a common religion or a common ethnicity. Instead, our binding heritage is a democratic vision of liberty, equality, and justice. If Americans are to preserve that vision and bring it to daily practice, it is imperative that all citizens understand how it was shaped in the past, when events and forces either helped or obstructed it, and how it has evolved down to the circumstances and political discourses of our own time."

World History should be studied because of the increasing global connections in the areas of commerce, politics, technology and communications, transportation, and migration and resettlement. These increasing connections make an understanding of the history of the world’s many cultures especially important in fostering the respect and understanding required in a connected and interdependent world.

UNITED STATES HISTORY GRADES 9-12			
Sub-Strand	Standards	Benchmarks	Examples
J. Reshaping the Nation and the Emergence of Modern America, 1877-1916	The student will describe and analyze the linked processes of industrialization and urbanization after 1870.	<p>1. Students will demonstrate knowledge about how the rise of corporations, heavy industry, and mechanized farming transformed the American economy, including the role of key inventions and the growth of national markets.</p> <p>2. Students will demonstrate knowledge of the rapid growth of cities and the transformation of urban life, including the impact of migration from farms and new technologies, the development of urban political machines, and their role in financing, governing, and policing cities.</p>	<p>1. The Bessemer Steel Process and barbed wire; business leaders such as James J. Hill, John Deere, J.P. Morgan, John J. Rockefeller, and Andrew Carnegie; impact of railroads, agricultural productivity and mechanized farming, factories; new forms of marketing and advertising, trusts; Mark Twain, Ashcan school of painting, Stephen Crane; Sears catalog</p> <p>2. Street lights and trolley cars, the Tweed Ring; the new middle class Victorian culture; architecture and literature</p>
	The student will demonstrate knowledge of the causes and consequences of immigration to the United States from 1870 to the First World	1. Students will demonstrate knowledge of the massive wave of “New” immigration after 1870, its differences from the “Old” immigration, and its impact on new social patterns, conflicts, and ideas of national unity.	1. Ellis Island; Angel Island; ethnic enclaves; “Melting Pot” idea, 1882 Chinese Exclusion Act

	War.		
	The student will understand the origins of racial segregation.	1. Students will demonstrate knowledge of the imposition of racial segregation, African American disfranchisement, and growth of racial violence in the post-reconstruction South, the rise of “scientific racism,” and the debates among African-Americans about how best to work for racial equality.	1. “Scientific” theories of race in the late 19 th Century; “Jim Crow” laws in southern states; Poll Tax, literacy test, Grandfather Clause; founding of the Ku Klux Klan; Ida B. Wells-Barnett, W.E. B. DuBois, Booker T. Washington, <i>Plessey v. Ferguson</i> ; anti-Chinese movement in the west and the rise of lynching in the south
	The student will describe how industrialization changed nature of work and the origins and role of labor unions in the 1870s, 1880s, and 1890s.	1. Students will demonstrate knowledge about how the rise of industry changed the nature of work in factories, the origins of labor unions, and the role of state and federal governments in labor conflicts.	1. The shift from workshop to factory; Knights of Labor, Samuel Gompers and the American Federation of Labor; Railroad Strike of 1877; Homestead; Haymarket bombing 1886; 8 work hour day; Pullman strike 1894
K. The Emergence of Modern America, 1890-1930	The student will understand how the United States changed politically, culturally, and economically from the end of World War	1. Students will analyze how developments in industrialization, transportation, communication, and urban mass culture changed American life. 2. Students will describe key social changes related to immigration, social	1. Scientific Management, assembly lines, Henry Ford, Thomas Edison; radio and movies 2. Red Scare; Normalcy; National Origins Act, 1924; Ku Klux Klan; Garveyism; Prohibition; Scopes Trial; African

	I to the eve of the Great Depression.	policy, and race relations. 3. Students will examine the changing role of art, literature and music in the 1920s and 30s.	American migration to the North, American Indian reform, and Mexican immigration 3. Jazz Age, the “lost generation,” F. Scott Fitzgerald, Ernest Hemingway, Sinclair Lewis, Gertrude Stein, Louis Armstrong, Edward Hopper; Harlem Renaissance
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HISTORICAL SKILLS GRADES 9-12		
Sub-Strand	Standards	Benchmarks
A. Historical Inquiry	The student will apply research skills through an in-depth investigation of a historical topic.	<ol style="list-style-type: none"> 1. Students will define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources. 2. Students will identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project. 3. Students will evaluate web sites for authenticity, reliability, and bias. 4. Students will learn how to prepare for, conduct, and document an oral history. 5. Students will apply strategies to find, collect and organize historical research.

<p>A. Historical Inquiry</p>	<p>The student will analyze historical evidence and draw conclusions.</p>	<ol style="list-style-type: none"> 1. Students will understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author’s bias. 2. Students will identify the principal formats of published secondary source material and evaluate such sources for both credibility and bias. 3. Students will compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias. 4. Students will review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic. 5. Students will understand the historical context of their research topic and how it was influenced by, or influenced, other historical events. 6. Students will evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.
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Appendix Six: Background Info from Community Members (not for publication or initial draft only)

Background on Labor

Not for Publication in the Curriculum; Supporting Material Only
Prepared by Joel Sipress, UW-Superior

At the beginning of the First World War, the labor movement was a weak and marginal force in American society. Only in a handful of skilled trades (such as printing and construction) were unions powerful. For decades, major industries (such as mining, meatpacking, and steel) had successfully resisted efforts by workers to form unions. Under the law, workers had no fundamental right to bargain collectively. Employers were under no obligation to recognize and negotiate with unions, regardless of the desires of their employees. Workers were thus forced to engage in strikes in an effort to compel their employers to recognize their unions and bargain collectively. Repeatedly, however, employers simply replaced their striking workers with others who were desperate for work. In the absence of a government guaranteed right to bargain collectively, employers could just refuse to recognize and negotiate with unions. Outside a handful of skilled trades, workers had been unable to find a way to force employers to the bargaining table.

The outbreak of war in Europe in 1914 gave the labor movement new and unprecedented leverage in the American workplace. The demand by European powers for American-made war materials created a growing demand for labor. ... *(excerpted to protect copyright)*.

Lynching History Timeline: Draft

1892	Homestead Strike of Pinkerton
1901	*The last African-American congressman for 28 years *President McKinley assassinated *Washington dines at the White House. *One hundred and five black Americans lynched
1902	*Eighty-five black Americans lynched
1903	* <i>The Souls of Black Folk</i> was published *Eighty-four black Americans lynched
1904	*Bethune-Cookman College founded in Daytona Beach, FL *Seventy-six black Americans lynched
1905	*The Niagara Movement *Fifty-seven black Americans lynched
1906	*Race riot—Brownsville, Texas August 13 *Race riot—Atlanta, Georgia September 22-24 *Sixty-two black Americans lynched
1907	?
1908	*Race riot—Springfield, Illinois August 14-19 *Taft elected president *Eighty-nine black Americans lynched
1909	* The NAACP is formed * Sixty-nine black Americans lynched
1910	* Census of 1910 U.S. population: 93,402,151 Black population: 9,827,763 (10.7%) *Segregated neighborhoods *Llewellyn Iron Works * Sixty-seven black Americans lynched
1911	*The National Urban League begins *Sixty black Americans
1912	*Wilson elected president *Sixty-one black Americans lynched

1913	<ul style="list-style-type: none"> *Harriet Tubman dies *Federal segregation *Fifty-one black Americans lynched
1914	<ul style="list-style-type: none"> *World War I begins *Fifty-one black Americans lynched
1915	<ul style="list-style-type: none"> *Fifty-six black Americans lynched
1916	<ul style="list-style-type: none"> *Fifty black Americans lynched
1917	<ul style="list-style-type: none"> *America entered World War I *Race riot—East St. Louis, Illinois July 1-3 *Race riot—Houston, Texas August 23 *The Supreme Court mandated segregated neighborhoods *NAACP protest *Thirty-six black Americans lynched
1918	<ul style="list-style-type: none"> *Race riot—Chester, Pennsylvania July 25-28 *Race riot—Philadelphia, Pennsylvania July 26-29 *World War I ends *Sixty black Americans lynched
1919	<ul style="list-style-type: none"> *"Red Summer" May 10 Charleston, South Carolina July 13 Gregg and Longview counties, TX July 19-23 Washington, D. C. July 27 Chicago October 1-3 Elaine, Arkansas *Seventy-six black Americans lynched
1920	<ul style="list-style-type: none"> *Census of 1920 U.S. population: 105,710,620 Black population: 10,463,131 (9.9%) *The Harlem Renaissance *Harding elected president *Fifty-three black Americans lynched
1921	<ul style="list-style-type: none"> *Race riot—Tulsa, Oklahoma May 31-June 1 *Fifty-nine black Americans lynched
1922	<ul style="list-style-type: none"> *An anti-lynching effort *Fifty-one black Americans lynched
1923	<ul style="list-style-type: none"> *President Harding dies *Twenty-nine black Americans lynched

1924	*Sixteen black Americans lynched
1925	*Malcolm X born *Sleeping car porters organize *Seventeen black Americans lynched

Appendix Seven: More on the “Dig Into Primary Sources” Activity

Grade Level: Secondary

Subject Area: Social Studies and Language Arts *Duluth Lynching*

Time line: 1-2 50 minute class periods

Materials: Photo copies of the primary sources and the questions

Objectives:

- Students will interpret historical primary sources from the post-World War One period that examine and relate to the Duluth Lynching.
- Students will critically analyze historical primary sources from the post-World War One period that examine and relate to the Duluth Lynching for authority, bias, and other media literacy issues.
- Students will reflect and respond to a series of questions designed for examining primary sources.
- Students will prepare for a discussion in groups and share information that relates to their assigned primary sources.

Rationale:

This lesson provides the opportunity for students to examine primary sources that relate to lynching during the post-World War One period, specifically the Duluth lynching. Most of the primary sources will include newspaper clippings that offer information about the Duluth lynching from the time period. Ultimately, the goal of this lesson is to expose students to primary sources that reported on lynching and formulate discussions based on the information and the era.

Teacher Notes-Commentary:

Primary sources are often great tools to use in the classroom because they can fascinate students. The primary source offers a brief glimpse into the past and humanizes history because the source is an actual item from the time period. Capitalizing on this message is often a great way to start using the primary source(s) in the classroom. When you use an original source, students touch the lives of the people about whom history is written.

Interpreting historical sources will also help students analyze and evaluate past events. They begin to realize that history is not concrete, and there is always room for interpretation. Using their skills they can actually participate in the process of history. It is important to note that most of the primary sources in this lesson are from published documents. They were created for large audiences and were distributed widely. Published documents typically include; books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions.

When reviewing published documents, remember that just because something was published does not make it truthful, accurate, or reliable. Every document has a creator, and every creator has a point of view, blind spots, and biases. Also remember that even biased and opinionated sources can tell us important things about the past.

Procedures:

- There are multiple primary sources provided for this lesson (which may be repeated over two days in the unit plan). The primary sources have been broken into sets and should be photocopied in small

packets for the students. Randomly distribute the packets of primary sources to your students. The students should review their sources independently and answer the first series of questions.

1. What is it? (newspaper, quote, ad, etc)
 2. Who wrote/published the source?
 3. When was it written?
 4. What information is included in the source (and so on)
- After the series of questions are answered, the students should be placed into groups of 4-6 with the same primary sources. To help expedite the process you could number the top of the documents 1 (1A), 2 (2A), 3 (3A) and place a sign with the same identifiers on a desk that indicates where the groups should meet. The students will be able to group quickly and get to work on the next task.
 - In their groups the students should address the primary question: *What is the meaning of this primary source and what can we learn from it?* Explain to the students that they are interpreting history from the primary sources in their hand. At this point they know the topic is about lynching and it will be their goal to interpret their sources and share this information with their peers. You may want to interject at this point with a brief discussion about why it can be difficult to interpret history and historical texts and that each group has the same documents but they may interpret them differently. Distribute the sheet titled *Dig Into Primary Sources* and provide the presentation guidelines to the students

Presentation guidelines: Prepare a presentation that examines the questions provided. Each group will need to designate the speaker(s) and recorder.

- *One student should record their group responses*
- *One-two students should read the articles aloud to assist with finding information that the group finds relevant*
- *Two students should prepare what they will say to the class*

An overhead of each primary source would be a valuable tool for each group while presenting their interpretation of the sources. Their ultimate goal is to use their work sheet to answer the questions:

- ***What is the meaning of this primary source?***
- ***How do we assess its authority and value in understanding history?***
- ***What can we learn from it?***