museum
in a box

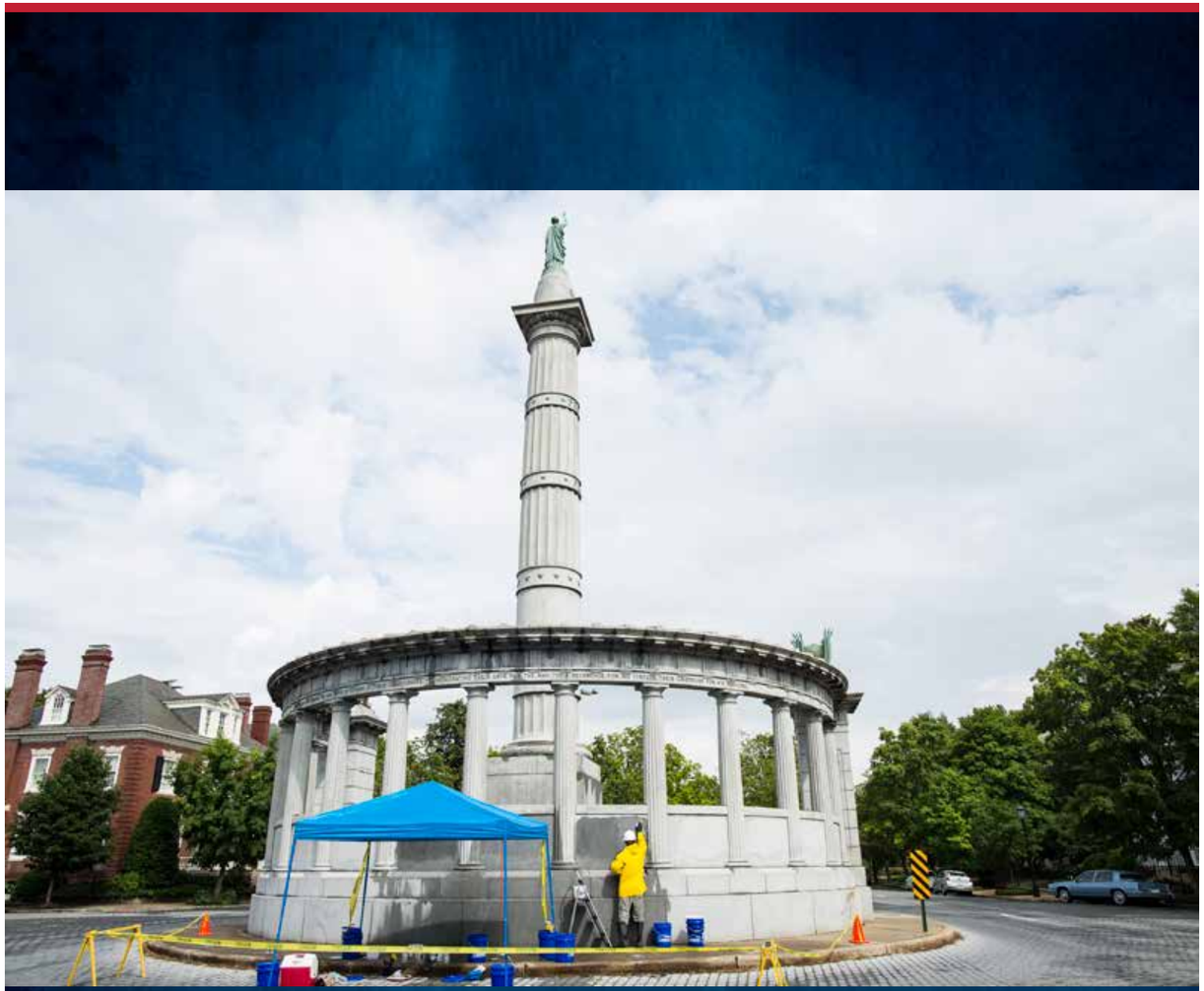
# Growing Up in Civil Rights Richmond

## A COMMUNITY REMEMBERS



Photographs by BRIAN PALMER

Brian Palmer, *Deborah Taylor, Franklin Military Academy (formerly East End High School),*
2017, archival inkjet print on paper, 30 x 40 inches, lent courtesy of the artist



Brian Palmer, *Untitled*
[27 June 2015, Monument Avenue, Richmond, VA; private contractor hired by the city scrubs graffiti from the Jefferson Davis monument]
archival inkjet print on paper, 26.7 x 40 inches, lent courtesy of the artist



## Growing Up in Civil Rights Richmond: A Community Remembers

Preface
About Us
Credits
Social Studies Virginia Standards of Learning
Exhibition Catalogue Essays by Elvatrice Belsches and Michael Paul Williams

**SECTION 1:** RESEARCH

Research Topics and References
Addendum to Research
Suggested Websites
Suggested Book List for Further Reading

**SECTION 2:** ACTIVITIES

1. Photo Response and Pairings/Questions for Back of Portrait Cards
2. Writing and Journaling
3. Visual Art
4. T-shirt Fashion for Justice
5. Timeline

**SECTION 3:** BOOKS INCLUDED

*Black America Series: Richmond, Virginia* by Elvatrice Parker Belsches
*Reconstruction and the Arc of Racial (In)Justice* by Dr. Julian Maxwell Hayter
*Richmond's Unhealed History* by Benjamin Campbell
*Daughters of the Dream* by Tamara Lucas Copeland

# PREFACE

Thank you for borrowing the Museum in a Box: *Growing up in Civil Rights Richmond: A Community Remembers* from University of Richmond Museums. We are delighted to share with you this resource based on a special exhibition that was on view at the Joel and Lila Harnett Museum of Art in 2019. This exhibition paired oral histories with photographic portraits of 30 Richmond residents whose lives were altered by their experiences as children and youth in the civil rights movement. Their portraits were created by **Brian Palmer**, a Richmond-based visual journalist, whose work has been published in *The New York Times, The Nation*, and many other media outlets. The interview excerpts derived from much longer conversations conducted over several years by Laura Browder, the University's Tyler and Alice Haynes Professor of American Studies. Longtime Richmond curator Ashley Kistler conceived the project with Browder and oversaw its development.

During the run of the exhibition, school and community groups were offered guided tours with University of Richmond Museums staff. These tours included an interactive discussion model using cards that featured individual portraits and suggested discussion questions based on the personal narratives. Pairs of students would present the narrative of the individual participant, the suggested question and their responses, and shared observations of the portraits including expression, location, and body language. Museum staff would bring up major points of history to consider during these discussions, **including but not limited to: desegregation of schools, highway construction, annexation, mandatory busing, and protests**. These topics are detailed in the catalogue essays and in the books provided.

The Museum in a Box: *Civil Rights Richmond* is constructed to be amenable to your group's interests. Contents include:

- Portraits of the participants and their personal narratives
- Manual with research topics, recommended book list, suggested web links, and assorted activities to help guide discussions.
- Exhibition catalogue *Growing up in Civil Rights Richmond: A Community Remembers*
- Reference books
- Assorted census maps and data imagery (to be used as needed, not as a part of an activity)

Additionally, participants from the exhibition have volunteered to come to your group meeting/classroom to have deeper discussions with your participants/students. For more information about bringing a volunteer participant into the discussion, please contact Heather Campbell, Curator of Museum Programs, University of Richmond Museums, at *hcampbel@richmond.edu* or 804-287-6324.

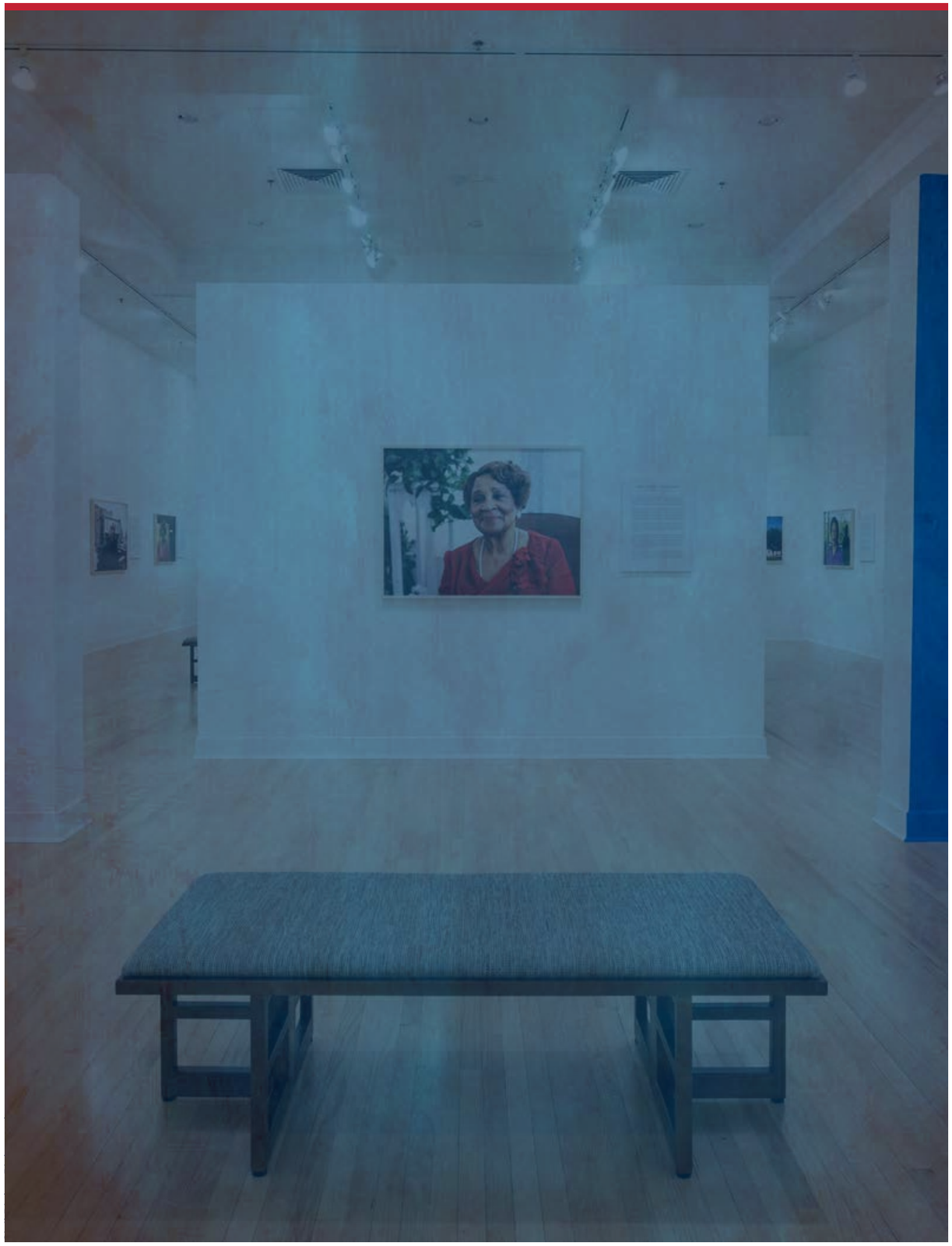
When selecting the information for your group discussion, please consider the personal narratives and the local historical context together, so that the history of civil rights in Richmond can be woven into our national history and not as a isolated event.

Virginia Humanities

This Museum in a Box has been funded in part with a grant from Virginia Humanities.

## About Museum in a Box

Research, supportive documents, and formation of the Museum in a Box program was compiled by Martha Wright, Assistant Curator of Academic and Public Engagement, University of Richmond Museums.



# ABOUT US

University of Richmond Museums comprises the Joel and Lila Harnett Museum of Art, the Joel and Lila Harnett Print Study Center, and the Lora Robins Gallery of Design from Nature. The museums are home to diverse and fascinating collections and exhibitions of art, artifacts, and natural history specimens.

Admission is always free and all are welcome. The museums regularly present exhibitions, lectures, openings, gallery talks, workshops, concerts, symposia, and other programs. Guided tours can be arranged to accommodate school groups or special interest groups. Visit *museums.richmond.edu* or call 804-289-8276 for information about hours, programs and exhibitions.

## Museum in a Box

The Museum in a Box program brings University Museums' collections to a wide variety of locations including K-12 classrooms, community centers, and places of worship. Each box includes lesson plans based on the Virginia Standards of Learning, relevant activities, and touchable. Boxes are available for two-week periods, free of charge.

Subjects include:

- Virginia Rocks and Geology
- Mollusks and Coral Reefs
- *Growing Up in Civil Rights Richmond*
- Prints and Printmaking (coming soon).

For more information about guided tours and Museum in a Box, contact Martha Wright, Assistant Curator of Academic and Public Engagement, University Museums, *mwright3@richmond.edu* or 804-287-1258.

**Museum in a Box**
*Growing Up in Civil Rights Richmond: A Community Remembers*
has been funded in part with a grant from Virginia Humanities.

Designed by DELANO Creative, Richmond, Virginia
Portraits and narrative panels printed by
Worth Higgins & Associates Inc., Richmond, Virginia

All images ©Brian Palmer excluding page 4 ©Meg Eastman Photography

Essay *At the Vanguard of the Roots of Resistance and the Quest for Literacy in 19th-Century Richmond, Virginia* ©Elvatrice Belsches

Essay *In Richmond, the Legacy of 1970 Casts a Shadow Over Our Civil Rights Movement* ©Michael Paul Williams

Reference books included:

*Growing Up in Civil Rights Richmond: A Community Remembers,* exhibition catalogue, University of Richmond Museums, 2019

Belsches, Elvatrice Parker, *Black America Series: Richmond, Virginia. Arcadia,* 2002

Campbell, Benjamin, *Richmond's Unhealed History.* Brandylane Publishers, 2012

Copeland, Tamara Lucas, *Daughters of the Dream. Inspire,* 2018

Hayter, Julian Maxwell, *The Dream is Lost: Voting Rights and the Politics of Race in Virginia.* University Press of Kentucky, 2019

Taylor, Michael E., *The African-American Community of Richmond, Virginia: 1950-1956.* Master's Thesis, University of Richmond, 1994

The exhibition, *Growing Up in Civil Rights Richmond: A Community Remembers* was organized by the University of Richmond Museums, and developed by Ashley Kistler, independent curator, and Laura Browder, Tyler and Alice Haynes Professor of American Studies, University of Richmond. The exhibition was on view at the Joel and Lila Harnett Museum of Art, University Museums, January 17 to May 10, 2019.

Printed ©2020 University of Richmond Museums, VA 23173

# VIRGINIA STANDARDS OF LEARNING, HISTORY AND SOCIAL SCIENCES

## 4th grade: Virginia Studies

**VS.8** The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by

**a)** identifying the effects of Reconstruction on life in Virginia;

**b)** identifying the effects of segregation and "Jim Crow" on life in Virginia for American Indians, whites, and African Americans;

**VS.9** The student will demonstrate an understanding of Virginia during the twentieth century and beyond by

**c)** describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and

**d)** describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

## 6th Grade: US History II (1865-present)

**USII.4** The student will apply social science skills to understand how life changed after the Civil War by describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South;

**USII.9** The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

**a)** examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;

## 11th Grade: VA and US History

**VUS.1** The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

**a)** synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

**b)** using geographic information to determine patterns and trends in Virginia and United States history;

**c)** interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

**d)** constructing arguments, using evidence from multiple sources;

**e)** comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

**VUS.8** The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

**d)** analyzing the impact of prejudice and discrimination, including "Jim Crow" laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;

**VUS.13** The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

**a)** explaining the factors that led to United States expansion;

**b)** evaluating and explaining the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;

**c)** explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;

## 12th Grade: US Government

**GOVT.9** The student will apply social science skills to understand the process by which public policy is made by

**c)** describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;

**d)** describing how the state and local governments influence the public agenda and shape public policy;



*First African Baptist Church, Richmond, Virginia, circa April 1865. This church housed several Freedmen's Bureau Schools. Courtesy of the Library of Congress, Washington, DC*

# At the Vanguard of the Roots of Resistance and the Quest for Literacy in 19th-Century Richmond, Virginia

ELVATRICE BELSCHES, *Historian*

The roots of resistance and the quest for equality in civil rights Richmond can be found in myriad narratives chronicling the black experience in Richmond prior to 1900. Early social and fraternal organizations along with secret societies promoted a profound sense of collectivism and served as incubators for emerging black community leaders after the Civil War. The influence of the black church and the quest for literacy would provide an indelible blueprint for confronting inequalities in 20th-century Richmond.

In the late 1700s to early 1800s, the minister Peter Hawkins was also known as the "City Tooth-drawer" in Richmond. Chronicled in Samuel Mordecai's 1856 book, *Richmond in By-gone Days; being Reminiscences of an Old Citizen,* Hawkins was occasionally contracted to provide medical care to enslaved people, and his standing in the community can be confirmed by way of several court records.[1] He once sued a white client for non-payment after treating an enslaved person. And, at one point, Hawkins purchased his wife and infant daughter in order to grant them their freedom. Hawkins was more than likely literate, and his desire to assure the literacy of his children can be found in his will, where he directed that money be set aside for their education.

Throughout the 1800s, the church played a pivotal role in introducing free and enslaved blacks to the rudiments of education. Documented instances of literary training can be found within the history of Richmond's First Baptist Church. At this integrated church pastored by whites, William Crane, a white merchant from New Jersey and his brother, James Crane, taught black parishioners reading, writing, and the Bible in classes that met three times a week prior to 1816. Among their students were Lott Cary and Colin Teague, two of the first black Christian missionaries to travel to Africa.[2]

The sheer number of black parishioners versus white worshippers led to an inability to tend to the religious needs of the former. Perhaps emboldened by their literacy, nearly 100 free blacks signed a petition requesting that the Virginia legislature allow them to build a freestanding African Baptist Church in Richmond in 1823.[3] The petition was denied. But with black members of First Baptist Church outnumbering whites by almost 4 to 1 by 1839, the sheer number of parishioners perhaps provided the impetus for the actual split in 1841, which resulted in the organization of First African Baptist Church. First African Baptist Church, Second African (1846), and Ebenezer Baptist Church (1858) established black congregations that were, by law, governed and pastored by white pastors and trustees until after the Civil War.

Although the advent of these institutions granted



*Panoramic view of the campus, Virginia Union University, Richmond, circa 1909. Courtesy of the Library of Congress, Washington, DC*

some autonomy, free and enslaved blacks were simultaneously impacted by the increasingly restrictive laws enacted in response to noted revolts such as Gabriel's Rebellion in 1800, the Denmark Vesey Affair in South Carolina in 1822, and Nat Turner's Rebellion in 1831. Opportunities to receive instruction in reading and writing were curtailed in 1819 by a revised Virginia law that banned such instruction for both enslaved and free blacks in groups. During this period, however, free and enslaved blacks in Richmond belonged to secret fraternal organizations, several of which provided benefits for the ill and upon death. Although forbidden to meet in groups without a white person present, organizations such as the Burying Ground Society of the Free People of Color of the City of Richmond, founded circa 1815, continued to meet and record orderly bylaws and meeting minutes as evidenced in extant minutes from the 1840s.

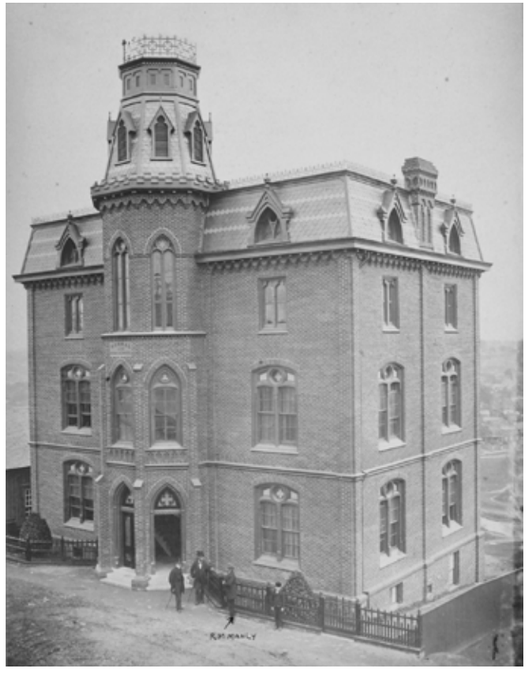
One of the members of the Burying Ground Society of the Free People of Color of the City of Richmond was George Washington Ruffin, a free black barber and trained musician. Ruffin and his free-born wife, Nancy Ruffin, employed tutors to instruct their children in the classics, Latin, and English Literature.[4] In 1853, Nancy Ruffin and their eight children relocated to Boston to enhance their educational opportunities. George Lewis Ruffin, the eldest child of the Ruffins, would go on to make history in several instances. After matriculating through Boston's public schools, he later entered Harvard University's law school, graduating in 1869. Ruffin became not only the first known black graduate of Harvard Law School, but also the first black person elected to Boston's City Council and the first black person to be appointed a judge in the Commonwealth of Massachusetts.

The fall of Richmond on April 3, 1865, and the subsequent end of the Civil War emboldened many Richmonders to elevate their social activism by participating in the emerging educational opportunities afforded by the Freedmen's Bureau and other philanthropic organizations from the Union states. The fervent hope of many blacks after the end of the war was tempered by daily outrages inflicted on them by whites, including false imprisonments. In addition, blacks were forced to carry identifying passes. Rather than acquiescing to these horrid conditions, several black community leaders met in Richmond to address an overflow crowd, estimated by some accounts to be 3,000 people, at First African Baptist Church to voice their demands.

The ability to elect black pastors was of major importance. Among the group of community leaders were the Rev. Richard Wells, pastor of Manchester Baptist Church and later Ebenezer Baptist Church; Fields Cook, a respected community leader and minister; Peter H. Woolfolk, a literate man who would teach in the Freedmen's Bureau Schools in Richmond and later co-found, edit, and publish the *Virginia Star* newspaper; and Thomas Morris Chester, perhaps the only black war correspondent during the last months of the Civil War, who wrote for a major daily newspaper, *The Philadelphia Press*. Five of these leaders traveled to the White House to share their grievances personally with President Andrew Johnson and, as a result, major changes were implemented and the pass system was discontinued.[5]

The Freedmen's Bureau schools, which opened shortly after the end of the Civil War in Richmond, would produce future educators and trailblazers whose impact would be felt for decades to come. Again, the black church's role was pivotal in the education of the freedmen as several of the earliest Bureau Schools were organized in the city's black churches that were founded before the Civil War. Perhaps one of the most powerful illustrations of blacks' desire for education was chronicled by Lucy and Sarah Chase, two white sisters and educators. Sent to Richmond by the New England Freedmen's Aid Society, Lucy Chase wrote in April 1865 that when they arrived to start the school at First African Baptist Church, they were greeted by more than 1,000 children and 75 adults.[6]

One of the most prominent secondary schools founded under the Bureau was the Richmond Colored Normal and High School. More commonly referred to as Colored Normal, this school was organized in 1867 and specialized in training black students to become educators. Among its alumni were many activists and leaders who would become nationally known. Its graduates included Maggie L. Walker, a trailblazing woman banker and leader of one of the most prominent fraternal



*Richmond Colored Normal and High School (commonly referred to as Colored Normal), circa 1870s. Courtesy of the Richmond Public Library*

organizations among blacks in America in the early 20th century; Dr. Sarah G. Jones, M.D., the first female native of Virginia to pass its medical boards and receive a license from the Commonwealth to practice medicine; and John Mitchell Jr., a fraternal leader, a bank founder, and the long-time editor and proprietor of the *Richmond Planet* newspaper. From the pages of the *Planet*, Mitchell argued vehemently for a national anti-lynching bill and served as a major voice in addressing local and national inequality.

The blueprint for the resistance to segregation during the civil rights era in Richmond can be connected by way of the influence of the black church and collectivism through various organizations and institutions of higher education, such as Virginia Union and Hartshorn Memorial College, a college founded for black women.



*The first graduates of the Normal Department of Hartshorn Memorial College, Richmond, Virginia, circa 1885. Courtesy of Virginia Union University Archives, Richmond*

As a result, the forerunner of Virginia Union University was founded in 1865 to give newly emancipated slaves an opportunity for education and advancement. The University is the result of the 1899 merger of two institutions: Richmond Theological Seminary and Wayland Seminary, and later, Hartshorn Memorial College, and Storer College, originally of Harper's Ferry, West Virginia.

The collectivism, reverence for education, and the seeds for social activism demonstrated in Richmond during the civil rights era are firmly rooted in the activities of 19th-century forebears. Perhaps the words of William Roscoe Davis, an orator and formerly enslaved black minister and community leader in Hampton Roads during and after the Civil War, truly encapsulate the understanding of the power of education when he stated, in part:

> "All we want is cultivation. What would the best soil produce without cultivation? We want to get wisdom. That is all we need. Let us get that, and we are made for time and eternity."[7] ■

ENDNOTES

1. Samuel Mordecai, *Richmond in By-gone Days; being Reminiscences of an Old Citizen* (Richmond, VA: George M. West publisher, 1856), pp. 205-206.
2. H. A. Tupper, ed., *The First Century of the First Baptist Church of Richmond, Virginia: 1780-1880* (Richmond, VA: Carlton McCarthy, 1880), p. 22.
3. Richmond Free Persons of Color: Petition. Legislative Petitions of the General Assembly, 1776-1865, Accession Number 36121, Box 364, Folder 4.
4. Heslip-Ruffin Family Papers, 1822-1946, Amistad Research Center, Tulane University.
5. "The Richmond Freedmen," *New York Tribune,* June 17, 1865.
6. Letter from Lucy Chase to Anna Lowell, April 20, 1865, collection of the American Antiquarian Society, Worcester, Massachusetts.
7. Rev. Lewis C. Lockwood "Appendix," Mary S. Peake, the *Colored Teacher at Fortress Monroe* (Boston, MA: American Tract Society, 1862), p. 64.

REFERENCES


- O'Brien, John T., "Factory, Church, and Community: Blacks in Antebellum Richmond," *Journal of Southern History,* Vol. 44, No. 4 (November 1978), pp. 509-536.
- Blackett, R. J. M., ed., *Thomas Morris Chester, Black Civil War Correspondent: His Dispatches from the Virginia Front.* Baton Rouge, LA: Louisiana State University Press, 1989.
- Rachleff, Peter J., *Black Labor in the South: Richmond, Virginia, 1865-1890.* Philadelphia, PA: Temple University Press, 1984.


Essay from the exhibition catalogue *Growing Up in Civil Rights Richmond: A Community Remembers*



Brian Palmer, *Untitled* [8 May 2018, Ebenezer Baptist Church, Richmond, Virginia; founded 1857], archival inkjet print on paper, 26.7 x 40 inches, lent courtesy of the artist



Brian Palmer, *Untitled* [4 April 2015, Virginia State Capitol, Richmond], archival inkjet print on paper, 26.7 x 40 inches, lent courtesy of the artist

# In Richmond, the Legacy of 1970 Casts a Shadow Over Our Civil Rights Movement

MICHAEL PAUL WILLIAMS
*Columnist, Richmond Times-Dispatch*

If Richmond was a battleground of the civil rights movement during my early 1960s childhood, the battle was hardly pitched.

The Rev. Martin Luther King, Jr. was no stranger to Richmond, and he recruited the Rev. Wyatt Tee Walker of Petersburg to serve as his chief of staff. But Richmond took a backseat to Montgomery, Greensboro, Birmingham, and Selma as hallowed and harrowed backdrops of the struggle. The urban unrest that peppered the 60s in places such as Harlem, Watts, Newark, and Detroit largely passed over Richmond, a town where order and a decorous oppression presided.

As I entered adolescence, in the aftermath of King's assassination, the national civil rights movement entered its early stages of decline. But in Richmond, it seemed like the turmoil was just starting. By this time, I had shed my Negro facade in favor of unabashed blackness, even though I didn't entirely understand the racial tensions swirling around me and my hometown. It was only decades later, as a newspaper columnist in my hometown, that I'd conclude that Richmond is less informed by the landmark civil rights events of the 50s and 60s than by circumstances arising from a pivotal year in the ensuing decade.

To understand today's Richmond — a city whose resurgence is weighed down by unrealized dreams and enduring inequities — one must carefully examine 1970. For better and for worse, events of that year were a catalyst that shaped Richmond's current political, educational, and economic terrain.

Which is not to suggest that Richmond, prior to that year, was dormant during the black struggle for equal rights. In 1956, around the time of the King-led Montgomery, Alabama, bus boycott, the Richmond Crusade for Voters was founded to promote voter registration and counter Virginia's Massive Resistance to school desegregation, as ordered by the U.S. Supreme Court in *Brown v. Board of Education of Topeka.* But the fruits of those nascent black voter mobilization efforts, which culminated with the election of Richmond's first black mayor in 1977 and the nation's first elected black governor in 1989, would not be immediately evident.

Richmond had other seminal moments. On Feb. 22, 1960, 34 Virginia Union University students staged a sit-in at the segregated dining facilities of the Thalhimers department store in downtown Richmond, as part of a wave of lunch-counter protests that had begun in Greensboro, North Carolina, several weeks earlier.

That following September, Gloria Jean Mead, 13,

and Carol Irene Swann, 12, became the first black students to enroll in a historically white Richmond Public School, Chandler Junior High.

Eight years later, in April 1968, the rioting was relatively mild in Richmond following King's assassination. The real storm — the kind that leaves a permanent mark on a community — arrived two years later.

1970 saw two transformative events in Richmond that placed Virginia's capital city at a crossroads: court-ordered busing to increase beyond a trickle the flow of school desegregation, and the city's annexation of 23 square miles of Chesterfield County. The outcome of both of these events is still keenly felt, adding to Richmond's accumulation of unhealed scar tissue.

U.S. District Judge Robert R. Merhige Jr. ordered cross-busing in 1970, triggering a considerable exodus of white Richmond residents to the surrounding counties. Two years later, when the futility of desegregating a re-segregating, majority-black school district became evident, Merhige ordered the consolidation of Richmond Public Schools with the school districts of neighboring Henrico and Chesterfield counties. Court-ordered busing to achieve integration produced a round of revulsion among the area's white residents and sparked a new chapter of massive resistance. Merhige's dog was shot to death and his guest house burned down. A caravan of cars traveled to Washington, D.C. in protest, many bearing bumper stickers with "S.O.S." — the acronym for "Save Our Schools."

Then-Governor Linwood Holton, the first Republican to be elected governor of Virginia in the 20th century, defied the expectations of white Southern political leaders by enrolling his children in predominantly black public schools, a personal act of compliance to federal law in stark contrast to Virginia's ongoing resistance to racial integration. When he accompanied his daughter Tayloe to John F. Kennedy High School on August 31, 1970, the moment was captured in an iconic *The New York Times* photograph. The image suggested a new day in Virginia. And indeed, Douglas Wilder, nearly two decades later, would add a punctuation mark to that notion with his election as governor. But Richmond's infrastructure of inequality, which was cemented by biased federal housing policies, lending institution redlining, decaying public housing, and highway construction through black neighborhoods, remains largely intact.

That truth is vividly evident in the Richmond Public School district, which, if anything, is more separate and unequal today than it was when Merhige issued his court order. Merhige clearly foresaw this outcome when he attempted to consolidate the city school district with those of the surrounding counties. But that consolidation plan failed on a 4-4 vote of the Supreme Court after Associate Justice Lewis F. Powell Jr., a former chairman of the Richmond School Board, recused himself.

The current deteriorated condition of Richmond's school buildings from disinvestment and lack of maintenance is an embarrassment. Academic underperformance has defied long-term remedies. The glimmer of hope represented by rising test



Essay from the exhibition catalogue *Growing Up in Civil Rights Richmond: A Community Remembers*

scores at Carver Elementary School proved illusory, as that school was brought down in 2018 by a standardized test-cheating scandal involving its then-principal and select teachers. The majority of the district's students are impoverished, a situation whose roots date back to the aforementioned suburban flight not only of white residents, but also of black residents with the means.

Some individuals argue that the state of the city's schools represents the civil rights crisis of our day. One thing is certain: Richmond's resurgence, which has seen the city's population grow from fewer than 190,000 residents in 1996 to more than 227,000 in 2018, is tenuous as long as the city's schools are viewed as a liability by parents of school-age children. In Richmond, educational equity has become a mantra.

If the abandonment of Richmond's public schools in the face of integration hobbled the city on one front, its racially motivated annexation of Chesterfield proved destructive on another. The annexation was carried out in a clandestine deal in which the city paid Chesterfield $27.2 million for 23 acres of the county. But the transaction was less about securing new land to expand the city's tax base than about procuring white voters to preserve white political power in Richmond. Activist Curtis Holt filed a federal lawsuit alleging that the annexation violated the Voting Rights Act, a piece of 1965 legislation purchased with the blood of civil rights marchers in Selma, Alabama.

Richmond elections were suspended from 1970 to 1977, with future Congressman Thomas J. Bliley Jr. remaining mayor throughout, before the courts concluded that the intent of the annexation was to dilute the city's black vote. As a result, Richmond was compelled to move from what had been an at-large method of electing council members to the current ward system. Five of the resulting voter wards were majority-black and elected African American council members, who picked Henry L. Marsh III as Richmond's first black mayor.

"Not only did the annexation ultimately fail to stave off black political hegemony; it set in motion state legislative measures that would permanently prevent Richmond from expanding its land mass in the future. Richmond's merger with Chesterfield County had consequences for the future of annexation law in Virginia and the commonwealth's constitution," writes Julian Maxwell Hayter in *The Dream is Lost: Voting Rights and the Politics of Race in Richmond, Virginia*.[1] The merger was the impetus for legislative actions that would effectively grind to a halt future annexations in Virginia. The result would render Richmond what it is today — landlocked and isolated, with a stunted tax base.

"If antiannexationists found their first ally in Curtis Holt, antiurbanism eventually crept into the General Assembly," writes Hayter, an associate professor of leadership studies at the University of Richmond. "By the early 1970s, unparalleled white flight from Virginia's cities eventually gave rise to greater county and suburban representation in state government. The commonwealth's lawmakers responded to the flood of annexation suits during the 1960s by imposing a moratorium on new

annexations for cities with populations larger than 125,000."[2] That moratorium "was effectively permanent, due to the underlying racial politics of the action," observes Benjamin Campbell in *Richmond's Unhealed History.* "It is still in effect. Although it was couched in terms that made it seem general. . . in practice, it applied only to Richmond, a fact of which legislators were fully cognizant."[3] Indeed, Richmond's surrounding counties were granted immunity from annexation.

The state's constriction of the city expresses itself in ways other than curtailed expansion; it even limits what Richmond can do with city-owned property *within* the city limits. This powerlessness plays out in the city's apparent inability to remove its Confederate monuments, even if it could summon the political will and popular support to do so. The memorials to the Lost Cause, protected by a state law governing war memorials, loom as towering symbols of the limits of black political power in the former capital of the Confederacy and of the chokehold the legislature retains on aspects of Richmond's home rule. But those limits go beyond symbolism. Richmond's power structure remains overwhelmingly dominated by its corporate community, and little of significance happens without their imprimatur.

At a critical juncture, Richmond resisted racial progress, got bogged down in protracted lawsuits, and became mired in racial factionalism. New South cities that navigated this era with fewer bumps, such as Charlotte, Raleigh, and Nashville, gained momentum as Richmond stalled. A city with enormous natural gifts—a rich history, lovely river setting, strategic location, and hefty corporate base—squandered its advantages with intransigence and infighting.

Even amid its 21st-century resurgence, Richmond faces intractable problems, and it remains haunted by choices made nearly five decades ago. Its civil rights movement remains impeded by the law of unintended consequences. ■

ENDNOTES

1. Julian Maxwell Hayter, *The Dream is Lost: Voting Rights and the Politics of Race in Richmond, Virginia* (Lexington, KY: University Press of Kentucky, 2017), p. 149.
2. Ibid.
3. Benjamin Campbell, *Richmond's Unhealed History* (Richmond, VA: Brandylane Publishers, 2012), pp.181-182.




## RESEARCH TOPICS AND REFERENCES

Please refer to SECTION 1 for scanned excerpts from the enclosed research books.

1. Desegregation and Brown v. Board of Education
2. Richmond City I-95/I-64 Highway Corridor and the Toll Road
3. 1970 Annexation
4. Mandatory Busing

Additionally, the masters thesis, *The African-American Community of Richmond, Virginia: 1950-1956,* written by Michael E. Taylor, University of Richmond alumnus and Richmond native, details the history of African Americans in Richmond — specifically how demographics shifted during the Reconstruction Era to frame the context of the African American community in the 1950s. Due to the length of the manuscript, it has not been printed or highlighted herein. Should you want to read or provide as reading for your students, here is the link for that text: https://scholarship.richmond.edu/cgi/viewcontent.cgi?article=2093&context=masters-theses



# ADDENDUM TO RESEARCH

Because this Museum in a Box is exclusively dedicated to the exhibition *Growing up in Civil Rights Richmond: A Community Remembers*, we have supplied this Addendum to Research. Here you will find a list of relative topics for further research. This list is not exhaustive and while there are reference pages noted below, not all topics will be found in the enclosed books.

## Before the Civil Rights Movement

(indicated in books with Pink flags) topics such as:

- Emancipation
- Jim Crow Era
- 1902 Constitution
- Disenfranchisement/Walton Act
- 1892 Constitution right to vote stripped
- Racial Integrity Act
- Green Book
- Harlem Renaissance
- Creation of black-owned banks
- "Normal" schools
- Black troops in Armed Forces

FOR YOUR REFERENCE:

- *Black America Series Richmond, Virginia* by Elvatrice Parker Belsches, pages 7, 34, 40, 55, 87.
- *Daughters of the Dream* by Tamara Lucas Copeland, pages 11, 16, 48, 85.
- *Richmond's Unhealed History* by Benjamin Campbell, pages 61, 66, 76, 101, 108, 111, 120, 134-136.
- *The Dream is Lost* by Julian Maxwell Hayter, pages 9, 20-21.

## During and After the Civil Rights Movement

(indicated in books with Green flags) topics such as:

- Integration of community groups (YMCA, Girl/Boy Scouts)
- Bus boycott
- Lunch counter sit-ins
- Pop culture icons and their impact
- Pressures of "whitening"
- White Flight and its impact
- "Re-gentrification"

FOR YOUR REFERENCE:

- *Black America Series: Richmond, Virginia* by Elvatrice Parker Belsches, pages 99, 106.
- *Daughters of the Dream* by Tamara Lucas Copeland, pages 2, 20, 25, 27, 52, 54, 75, 80, 94, 98, 210.
- *Richmond's Unhealed History* by Benjamin Campbell, pages 145, 147, 165, 175.
- *The Dream is Lost* by Julian Maxwell Hayter, pages 14, 50, 89, 100, 108, 158, 180, 204-209.

## Legalities/Policies during and after Civil Rights Movement

(indicated with Red flags)

- Stanley Plan
- Voting rights
- Election of Richmond Vice Mayor Henry Marsh and Richmond Mayor Douglas Wilder
- Pay bias
- Red-lining of mortgages (see links for maps and data) https://dsl.richmond.edu/holc/pages/home | https://dsl.richmond.edu/panorama/redlining/#loc=12/37.5495/-77.4625&opacity=0.8&city=richmond-va
- Fair Housing Act
- Impacts on public systems in City of Richmond

FOR YOUR REFERENCE:

- *Black America Series: Richmond, Virginia* by Elvatrice Parker Belsches, page 99.
- *Daughters of the Dream* by Tamara Lucas Copeland, pages 16, 41, 51, 63-64, 71, 83, 194, 213.
- *Richmond's Unhealed History* by Benjamin Campbell, pages 163, 167, 174, 176, 180, 185,
- 188, 198, 202, 214.
- *The Dream is Lost* by Julian Maxwell Hayter, pages 1-4, 22-23, 29, 32-34, 50, 82, 82.

# SUGGESTED WEBSITES

Below are suggested websites and links that may be of use or support for your group discussions and activities. This is not an exhaustive list.

## Museums and Organizations:

**Black History Museum**: http://www.blackhistorymuseum.org

**Constitutional Rights Foundation**: https://www.crf-usa.org

**International Civil Rights Center & Museum**: https://www.sitinmovement.org

**National Association for the Advancement of Colored People**: https://www.naacp.org

**National Civil Rights Museum**: https://www.civilrightsmuseum.org

**National Coalition on School Diversity**: https://school-diversity.org

**Project Equality:** http://www.projectequality.org

**Smithsonian National Museum of African American History and Culture**: https://nmaahc.si.edu

**Social Explorer:** https://www.socialexplorer.com/explore-maps (data graphs/maps of history)

**Story Corps**: https://storycorps.org/?gclid=EAIaIQobChMIg9DE04vi4gIVw1YNCh1gfA3REAAYASAAEgJMNPD_BwE

**Teaching Tolerance Org**: https://www.tolerance.org

**US Commission on Civil Rights**: https://www.usccr.gov

**Virginia Museum of History and Culture**: https://www.virginiahistory.org/

## Glossary of Terms Related to Civil Rights:

**Brown Foundation (Brown v. Board):** http://brownvboard.org

**Best History Sites**: http://besthistorysites.net/american-history/civil-rights/ (has links and suggested teacher resources)

**Khan Academy:** https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/introduction-to-the-civil-rights-movement

**Scholastic:** https://www.scholastic.com/teachers/articles/teaching-content/civil-rights-glossary/

## General Summary of Civil Rights and Timelines:

**AARP:** https://www.aarp.org/politics-society/history/info-2018/civil-rights-events-fd.html

**Biography.com:** https://www.biography.com/news/martin-luther-king-jr-black-activists-civil-rights-movement

**Brittanica:** https://www.britannica.com/event/American-civil-rights-movement

**Constitutional Rights Foundation:** https://www.crf-usa.org/black-history-month/the-civil-rights-act-of-1964

**History Art & Archives from the House of Representatives:** https://history.house.gov/Exhibitions-and- Publications/BAIC/Historical-Essays/Keeping-the-Faith/Civil-Rights-Movement/

**International Civil Rights Center & Museum:** https://www.sitinmovement.org/history/america-civil-rights-timeline.asp

**Independence Hall Association, Philadelphia:** http://www.ushistory.org/more/timeline.htm

**Oxford Research Encyclopedias:** https://oxfordre.com/americanhistory/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-594

**Public Broadcasting System:** http://www.pbs.org/black-culture/explore/civil-rights-leaders/

**Teaching Tolerance**: https://www.tolerance.org/sites/default/files/2017-10/Teaching-the-Movement-2014-v2- CoverRedesign-Oct2017.pdf

**Virginia Museum of History and Culture:** https://www.virginiahistory.org/collections-and-resources/virginia-history- explorer/civil-rights-movement-virginia

## Digital Archives, Data, Source Materials, etc:

**Census.Gov (this link shows data from 1790-1960):** https://www2.census.gov/prod2/decennial/documents/09768066v1p48ch2.pdf

**Census of Richmond, VA 1970:** https://www2.census.gov/library/publications/decennial/1970/phc- 1/39204513p18ch01.pdf

**Duke University Library:** https://library.duke.edu/digitalcollections/behindtheveil/

**History Art & Archives:** https://history.house.gov (From the House of Representatives)

**History.com:** https://www.history.com/topics/civil-rights-movement

**Library of Congress:** https://www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html

**Negro Baseball League:** http://blackbaseball.com

**Sam Houston State University Library:** https://www.shsulibraryguides.org/c.php?g=86715&p=558148

**Social Explorer:** https://www.socialexplorer.com/8268268316/explore

**University of Georgia Civil Rights Digital Library:** http://crdl.usg.edu/events/?Welcome

**Virginia Museum of History and Culture:** https://www.virginiahistory.org/collections-and-resources/virginia-history-explorer

# SUGGESTED BOOK LIST FOR FURTHER READING

Should you or your students be interested in reading more about the Civil Rights movement, the effort for equality, social healing, or other, please see the book list below. This list is not exhaustive.

**Richmond and VA specific books** (not including enclosed books used for research):

*Rights for a Season: The Politics of Race, Class, and Gender in Richmond, Virginia* by Lewis A Randolph, V.P. Franklin, and Gayle T. Tate

*Something must be done about Prince Edward County: A Family, A Virginia Town, A Civil Rights Battle* by Kristen Green

*The Memories of Henry L Marsh, III: Civil Rights Champion, Public Servant, Lawyer* by Hon. Henry L Marsh, III

*The Road to Healing: A Civil Rights Reparations Story in Prince Edward County, Virginia* by Ken Woodley

*We Face the Dawn: Oliver Hill, Spottswood Robinson, and the Legal Team that Dismantled Jim Crow (Carter G. Woodson Institute Series)* by Margaret Edds

**Books for K-12 classrooms available through Educational Resource Library at the University of Richmond** https://library.richmond.edu

*As Good as Anybody: Martin Luther King Jr. and Abraham Joshua Heschel's Amazing March Toward Freedom* by Richard Michelson; illustrated by Raul Colón.

*Because They Marched: The People's Campaign for Voting Rights that Changed America* by Russell Freedman.

*Child of the Civil Rights Movement* by Paula Young Shelton; illustrated by Raul Colón.

*Dream March: Dr. Martin Luther King, Jr., and the March on Washington* by Vaunda Micheaux Nelson; illustrated by Sally Wern Comport.

*I Have a Dream* by Martin Luther King Jr.; illustrated by Kadir Nelson King.

*If You Lived at the Time of Martin Luther King* by Ellen Levine; illustrated by Beth Peck.

*Let's Read About – Martin Luther King, Jr. by Courtney Baker; illustrated* by Cornelius Van Wright and Ying-Hwa Hu.

*Martin's Big Words: The Life of Martin Luther King, Jr.* by Doreen Rappaport; illustrations by Bryan Collier

Martin Luther King Jr. : A Peaceful Leader by Sarah Albee; illustrated by Chin Ko.

*Picture Book of Martin Luther King, Jr.* by David A. Adler; illustrated by Robert Casilla.

*Sit-In: How Four Friends Stood Up by Sitting Down* by Andrea Davis Pinkney; illustrated by Brian Pinkney.

Recommended by *Social Justice Books: A Teaching for Change Project* website https://www.teachingforchange.org

*Because they Marched: The Peoples Campaign for Voting Rights that Changed America* by Russell Freedman

*Boycott Blues: How Rosa Parks Inspired a Nation* by Andrea Davi Pinkney

*Child of the Civil Rights Movement* by Paula Young Shelton

*Coming of Age in Mississippi* by Anne Moody

*Darkroom: A Memoir in Black and White* by Lila Quintero Weaver

*Freedom's Children: Young Civil Rights Activists Tell Their Own Stories* by Ellen Levine

*Freedom on the Menu: The Greensboro Sit Ins* by Carole Weatherford

*Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman

*Let it Shine: Stories of Black Women Freedom Fighters* by Andrea Davis Pinkney, Stephen Alcorn

*Malcolm X: A Fire Burning Brightly* by Walter Dean Myers

*On the Road to Freedom* by Charles E Cobb Jr.

*Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott* by Dee Romito

*Remember the Journey to School Integration* by Toni Morrison

*Revolution has Come: Black Power, Gender, and The Black Panther Party in Oakland* by Robyn C Spencer

*School is Not White: A True Story of the Civil Rights Movement* by Doreen Rappaport

*She Stood for Freedom: The Untold Story of a Civil Rights Hero Joan Trumpauer Mulholland* by Angela Farewell

*Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatiuh

*Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America* by Tonya Bolden

*There Comes a Time: The Struggle for Civil Rights* by Milton Meltzer

*This Light of Ours* by Leslie G Kelen

*Turning 15 on the Road to Freedom: My Story of the Selma Voting Rights March* by Lynda Blackmon Lowery, Elspeth Leacock and Susan Buckley

*Voices of a People's History of the United States, 10th Anniversary Edition* by Howard Zinn, Anthony Arnove

*Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s Through the 1980s* by Henry Hampton, Steve Fayer, Sarah Flynn

*Witness to Freedom* by Belinda Rochelle

*We've Got a Job: The 1963 Birmingham Children's March* by Cynthia Levinson

*We March* by Shane Evans

*We Shall Overcome* by Stuart Stotts, Terrance Cummings, Pete Seeger



# Activities

# 1

## PHOTO RESPONSE AND PAIRINGS

As we learn more about the Civil Rights movement in Richmond, we can begin to ask ourselves some deeper questions about our own role in society today, such as:

- How can we talk about these topics while also being respectful in hearing/listening to other people's thoughts? How do you live life through something significant that is happening over a slow period of time, not realizing its entirety and effects until later... and then how do you explain it to someone who is younger?
- Am I comfortable with helping others learn, who otherwise may be ignorant to this topic or of examples of racial inequality?
- What do I want for my future?
- What will strengthen my community?
- How can I be an advocate or volunteer or be a good citizen in my community?

Furthermore, see pages 227-229 Tamara Lucas Copeland's *Daughters of the Dream* for group discussion questions.

For this activity, gather groups of two or three people each. Assign groups a participant's portrait and its associated personal narrative (see enclosed labels). The portrait-specific prompts will be on the back of the smaller portrait card.

Instruct the groups to:

- Read the narrative either out loud or quietly and answer the prompts given for each portrait. Discuss with your group how the prompt affects you (emotionally, mentally, creatively, etc).
- Consider the portrait, notice the background, the expression, the body language — what is the visual story of the portrait and how does that enhance or perhaps change your response to the prompts?
- Beyond the prompts, how does this story, if at all, have any similarities to today? Do the students' reflections encourage discussion about our current societal struggles?

The photo response questions are listed on the next page, with the proposed questions written under the participant's name. If you have a smaller group of students, consider the suggested photo pairings below to double up portraits per group:

- Reverend Robin Mines + Carol Wray
- Leonard Edloe + Paige Chargois
- Woody Holton + Royal Robinson
- Virginia Jackson (photographed with daughter Zenoria Abdus-Salaam) + Mary Thompson
- Rebecca Wooden + Loretta Tillman
- Reggie Gordon + Yolanda Burrell Taylor + Daisy Weaver

# QUESTIONS FOR BACK OF PORTRAIT CARDS ACTIVITY

## Portrait Prompts for "Photo Response and Sharing" Activity:

### Zenoria Abdus-Salaam

- Is there a cause or person that you are passionate about, enough that you are willing to face all the risks (adversity, jail time…)?

### Philip Brunson

- What are resources that we have in our lives but we take for granted because we are distracted by other things? How can we refocus to be grateful for all the benefits we have (whether or not we realize we have them)?
- When times are tough and racism/problems occur, who is your role model to help you through the situations?

### Paige Chargois

- In situations where you had to prepare for the worst but hope for the best, how did preparation help in the long run, but also change who you are?

### Leonard Edloe

- What words/phrases inspire you? What political issues compel you to be an advocate?

### Glennys Fleming

- What can we do in our daily lives to become more empathetic and open minded? How might this help our communities?

### Reggie Gordon

- How can we effectively remember the positives and the strengths from history, as well as from our current time, so that we are not only focusing on the setbacks, struggles or traumas of the past?

### Mark Merhige

- As you have grown older and learned more about society and politics, how has your perspective of the world changed?

### Renee Fleming Mills

- Can you think of a time you explained something to someone who had no idea or context for your explanation? In what ways could you recharge yourself so you can be an advocate for your experience but not get overwhelmed or exhausted?

### Robin Mines

- Despite Rev. Mines' childhood experiences, she preaches forgiveness to her congregation. What do you take away from this story? Are there strengths from Rev. Mines that you could use for yourself, or recommend to friends to use for themselves?
- Have you ever had your life/path change drastically (family/politics/natural disasters…) and what was once familiar changed to be new and different? How did that feel and what lessons did you learn from the experience? If you haven't, how would you prepare? What would you grab in a few short minutes to remind yourself of "home"?

### Valerie Perkins

- If you had a fun time with friends at school but a tense home environment, in what ways would you cope? Do you have suggestions on how to handle such a difference in the daily environments? How would you help a friend in that situation?

### Mark Person

- How are we quick to make rash judgments about other people? What made us think that way — was it family telling us? Was it TV shows, music, and advertising? In what ways can we stop reacting to those initial thoughts and think about reacting out of compassion and proaction?

### Elizabeth Salim

- In what ways do you see the struggle for equality occurring today, whether nationally or internationally? Do you see any other similar situations today that were experienced during the Civil Rights movement?

### Myra Goodman Smith

- How is this history a shared history? Regarding the stories in this exhibition, Myra said, "This is not a Black history, this is an Everyone history". How do you agree and disagree? Can acknowledgment of that fact alone help us to resolve disagreements about the past so we can move forward to a different future?

### Deborah Taylor

- How can an education put you at a better advantage in life? How can you use online tools, the support of teachers, part-time jobs, and community groups to enhance or strengthen your education?

### Mary Thompson

- Community is different from when Mary Thompson was being raised… it is rarely based on who lives next door and more so on who you choose to socialize with in person or over internet. How has this helped and hurt communities? Do you feel more or less connected to your community when you communicate mostly via social media and text?

### Loretta Tillman

- If at all, how do your ancestors (parents included) define who you are? What do you want to pass on to your future generations?

### Daisy Weaver

- What does an equitable society look like to you? What does an equitable academic environment look like to you? How would it be possible to work towards that goal?

### Michael Paul Williams

- We use words to define who we are and what is important to us… "yankee" "dixie" "Christian" "Muslim" or "African American" "Latinx"… In what ways is this helpful, and in what ways is this hurtful to who we are and our communities?
- During times of struggle, and times of strength, how can we uplift each other instead of pulling each other down in our personal path for success? What have you been able to achieve because people believed in you?

### Carol Wray

- Have you ever faced adversity for what you believe in? What encouraged you to stay true to yourself? In today's age with social media, escaping adversity is hard. What could be a could be a outlet (physical or emotional) to give yourself time away from adversity or struggle?

# 2

## WRITING AND JOURNALING ACTIVITIES

### Write a letter:

For this activity, hand out participant portraits and personal narratives. Have your students read the narrative and consider the person within the portrait. Instruct your students to write a formal letter to the participant — what do they want to ask the participant? This is an open-ended creative writing activity, but should your students want to send the letter to the participant, URM staff will help make arrangements and mail on your behalf. If needed, refer to the StoryCorps website for suggested interview questions. https://storycorps.org

### Write a journal entry:

For this activity, hand out participant portraits and personal narratives. Have your students read the narrative and consider the person within the portrait. Ask your students to extract a specific aspect of the narrative. Once selected, ask your students to consider what it would have felt like to be in that moment living alongside the participant (or living as the participant, first person narrative). Use these prompts to encourage the journal entry if needed:

- What about this moment is meaningful to you?
- If you were living during this moment, how would it sound, look, feel like? What emotions are you having in this moment?
- What lasting thoughts or questions arise from this moment?
- How do you think this moment could help future generations be more aware of the world they live in? Or help them learn about life in general?

### Interview a family member:

Use the suggested StoryCorps link https://storycorps.org to help students get comfortable with the idea of interviewing a family member, loved one, or community member. Encourage them to think of someone who has either lived during the Civil Rights movement or perhaps was raised with the awareness of how the movement affected their community, family, and selves. Then as a reflection, ask your students their thoughts after the interview is over. What did they learn about the person, the community, the city, and themselves through this experience?



# 3

## VISUAL ARTS ACTIVITY

### Self-Portrait:

For this activity, display a selection of portraits (your choice) and have a group discussion about how the body position/language, the expression, the outfit, location of portrait, etc, informs the students about the participant's personality (and if it does not, what about their body language is closed off to that interpretation).

1. Does this person look serious or jovial?
2. Are they inside or outside, at home or in public,? Why do you think the person chose that setting? What emotion do they seem to convey in their eyes?
3. Consider an imaginative narrative — what is this person's story? (e.g. They just woke up and on their way to work.)

Instruct your students to make a short list of items that are important to how they describe or present themselves (either material or indicative of their persona/personality). Perhaps these are conveyed through icons and symbols, or perhaps in their outfit and hairstyle. After the list is made, they can do a simple outline of their head to begin their own self portrait. For additional help on how to construct a self-portrait, *YouTube* has many easy tutorials – just type in "self-portrait for beginners" to the search engine and find the right fit for your group.

Should they not want to do a figurative (life-like) portrait, and prefer to do an abstracted one then that is also encouraged but determined by the teacher's choice.

# 4

## T-SHIRT FASHION FOR JUSTICE

**T-Shirt Activity:**

Advocate groups not only use their voices to honor what they stand for, but they also use posters and wear insignia to represent their cause. In this exercise, we invite your students to think of general causes that they would support. What speaks to them about the cause? After reflecting on one or several social justice causes (social, environmental, animal, food, etc) use the questions below to engage the students' creativity and imagination to find out how they would represent the cause through images and icons. This exercise not only challenges your students to engage with a creativity exercise, but it also illustrates the challenges that organizations face in how they best represent themselves to the outside world and to prospective members.

Should you want to make this exercise something they turn in, using the provided printed outline of a shirt for a 2-D final product. If you want to encourage this activity to go beyond the classroom, you can ask them to bring a plain white T-shirt and provide markers for them to make wearable art.

- What about this cause do you respect and agree with? What is the top priority point/argument of your cause?
- In thinking of that top point/argument, what pictures or icons are most visually representative?
- Is this something you can draw? If not, consider simplifying the point/argument (akin to how a lion is simplified for children books).
- What might support/supplement this visual representation? Does it need supporting imagery, or letters, or icons? Consider this whole picture: Is it clear? Is it easy to see and understand from afar? If not, simplify it further.
- Now look at your final product. Are you happy? Does it say what you think should be said?

# 5

## TIMELINE ACTIVITY

**Timeline Activity:**

Have your class construct a Civil Rights era timeline to display in the classroom. Your timeline can focus on Civil Rights in Richmond, but also including nationwide events. Perhaps you can break them into small groups to work on specific years, or areas. An additional idea is to encourage them to see connections between events and movements — for example: how might the rise in African American artists in pop culture have affected lunch sit-ins?

Suggested events to include:

- Brown v. Board of Education, MLK marches
- Construction of private schools/white flight, Lunch counter sit-ins
- Closing of schools/moving of businesses, Construction of highway system
- Voting of Henry Marsh/annexation
- Passing of Acts (racial equality, fair housing, etc), Busing across county/city

# 1

# Desegregation and Brown v. Board of Education

University of Richmond Museums

# 2

# Richmond City I-95/I-64 Highway Corridor and the Toll Road

University of Richmond Museums

# 3

# 1970 Annexation

University of Richmond Museums

# 4

# Mandatory Busing