

Lesson Plans by Clete E. Ladd for

INDIANA'S AFRICAN AMERICAN HERITAGE

More Essays from
Black History News & Notes
2007 to 2017

Edited by Wilma Gibbs Moore



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INDIANA'S AFRICAN AMERICAN HERITAGE

More Essays from *Black History News & Notes*
2007 to 2017

Lesson plans created by Professor Clete E. Ladd

For use in conjunction with *Groundbreaking Black Hoosiers*
(<http://beheard.ihs.yourcultureconnect.com/e/home>),
a virtual exhibit by the Indiana Historical Society

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Content

Introduction	5
Lesson Plan Components	5
State Standards	6
Lesson 1: Defining Slavery in Indiana	9
Lesson 2: The Underground Railroad in Indiana	14
Lesson 3: Indiana in the Civil War	18
Lesson 4: Hoosier Contributions to World War I	22
Lesson 5: School Segregation in Indiana	25
Lesson 6: Fighting for Community	31
Lesson 7: Black Excellence: Art and Architecture	38
Lesson 8: Black Excellence: Sports Legends	42
Additional Information and References	52

Introduction

Black History News & Notes began as a quarterly newsletter before becoming a regular part of *Traces of Indiana and Midwestern History* in 2007. Articles covered a variety of aspects of Black history in Indiana, the Midwest, and the nation. In recognition of gaps in the historical record, the Indiana Historical Society began a series of projects collecting previously understudied stories in the fall of 2016. Along with an exhibit at the Eugene and Marilyn Glick Indiana History Center, the African American Collecting Initiative led to a traveling exhibit, an online exhibit, the publication of a collection of articles from *Black History News & Notes*, and the development of lesson plans to aid educators in incorporating local stories into their classrooms.

Created for high school educators teaching Ethnic Studies, Indiana Studies, U.S. History, and other related topics, these resources dive into aspects of Black history and life. Students will be encouraged to think critically and look deeper at their neighborhoods, learn new vocabulary, and make connections to national narratives through the use of *Indiana's African*

American Heritage: More Essays from Black History News & Notes, 2007 to 2017 and the accompanying virtual exhibit *Groundbreaking Black Hoosiers*.

Through a series of eight lesson plans guided by lesson objectives, educators will have a variety of activities to help meet students' learning styles and deepen understanding of the material. While each article in *More Essays from Black History News & Notes, 2007 to 2017* discusses a different aspect of history, lessons are arranged thematically using various articles throughout the book. At the core of each lesson is the through-theme of Black excellence and community. The stories of our communities are far-reaching and have significant impact on the ways in which we experience our communities now. These lessons help students and teachers explore the stories of their communities and encourage them to see history in a new local light.

Bethany Hrachovec,
Director of Education
and Engagement

Lesson Plan Components

Each lesson plan contains the following elements:

- **Compelling Question** – This question will set the stage for the lesson and guide the inquiry.
- **Staging the Compelling Question** – This will assist educators in preparing their students to begin exploring content and inquiry related to the Compelling Question.
- **Suggested Materials** – This is a list of materials that students may need to complete the lesson. This is not exhaustive; additional materials may be used.
- **Procedures and Activities** – These step-by-step instructions guide educators through teaching the lesson.
- **Vocabulary** – This is a list of related terms to the content that may be unfamiliar to students. All definitions are pulled from www.dictionary.com
- **Timeline** – This is a timeline of events related to content from *More Essays from Black History News & Notes, 2007 to 2017*. Educators and students can create their own graphic timelines using the following free timeline maker: <https://www.visme.co/timeline-maker/>
- **Supplemental Materials** – These can include handouts or reference materials that can be reproduced and copied for use in the classroom.

State Standards (2022)

- **USH. 1.2:** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights.
- **USH. 1.3:** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements
- **USH. 2.9:** Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.
- **USH. 3.5:** Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair and including movements such as the Harlem Renaissance, women's suffrage, labor movements, and socialist movement.
- **USH. 6.3:** Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954).
- **USH. 7.1:** Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
- **USH. 9.4:** Reflect on the role of media and social media in the democratic process
- **9-10.LH.2.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **ES 1.2:** Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.
- **ES 1.3:** Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES 2.2:** Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- **ES 2.3:** Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES 3.2:** Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.
- **ES 4.1:** Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.
- **ES 4.2:** Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.
- **9-10.RL.2.1** Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.
- **9-10.RL.2.4** Students are expected to build upon and continue applying concepts learned previously. Grade of mastery: 2
 - o Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
- **9-10.RN.4.2** Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.
- **9-10.RN.4.3** Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts

- **9-10.W.3.2** Write informative compositions on a variety of topics that
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions
 - Develop the topic utilizing credible sources with relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **9-10.W.5** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
 - o Formulate an inquiry question, and refine and narrow the focus as research evolves.
 - o Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
 - o Assess the usefulness of each source in answering the research question.
 - o Synthesize and integrate information into the text selectively to maintain the flow of ideas.
 - o Avoid plagiarism and over reliance on any one source and follow a standard format (e.g. MLA, APA) for citation
 - o Present information, choosing from a variety of formats
- **9-10.W.6.1** Demonstrate command of English grammar and usage, focusing on:
 - A. Pronouns– Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 6
 - o Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e. ones with unclear or ambiguous antecedents)
 - B. Verbs – forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods
 - C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4
 - o Writing sentences using relative adverbs (e.g. where, when) and explaining their functions in a sentence
 - D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 7
 - o Recognizing and correcting misplaced and dangling modifiers.
 - E. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis
- **SMED.3.1** Discuss ideas for media coverage with classmates, teachers, other journalists, or community members.
- **SMED.3.2** Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.
- **SMED.3.5** Ask clear interview questions to guide a balanced and unbiased information gathering process that includes the following:
 - o a. researching background information,
 - o b. formulating questions that elicit valuable information,
 - o c. observing and recording details during the interview,
 - o d. effectively concluding the interview,
 - o e. double-checking information before writing the story, and
 - o f. keeping dated notes or interview records on file.

- **SMED.4.1** Choose the appropriate method and medium to deliver information (verbal, visual, multimedia).
- **SMED.4.6** Revise and edit content to ensure effective, grammatically correct communication.
- **SMED.6.6** Analyze the careers of noted journalists and how they impacted the field.
- **IS.1.5** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
- **IS.1.6** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time.
- **IS.1.13** Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case and how that impacted civil rights in Indiana.
- **IS.1.16** Identify and analyze Indiana’s contributions to WWI.
- **IS.1.17** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed Indiana society.
- **IS.1.18** Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era as it pertains to Indiana.
- **IS.1.27** Examine the impact of the Civil Rights Movement of the 1960s and 1970s in Indiana through the actions of leaders and groups that were active in the movement.
- **IS.1.30** Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.
- **IS.1.34** Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.
- **IS.1.38** Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.
- **IS.5.7** Examine the minority educational experience in Indiana and compare it to that of traditionally white schools up until desegregation.

Lesson 1: Defining Slavery in Indiana

Compelling Question

How was racial identity defined in the nineteenth century, and how did that limit Black people at the time? How did Black people fight back against these labels?”

Staging the Compelling Question

Ask students if they know about Indiana’s Constitution and the separation of powers among the branches of government. Was Indiana a slave state?

Suggested Materials

Device to access the internet, pencil/pen, *More Essays from Black History News & Notes, 2007 to 2017*

Procedures and Activities

1. To introduce students to inquiry, ask whether they know about Indiana’s Constitution and the foundation of state and federal government. To help facilitate discussion, use current elected officials from the federal branches students may be familiar with to help define the executive, legislative, and judicial branches. Write the three branches of government on the board with a brief definition of each. Ask whether Indiana was founded as a slave state.
2. Share with students the compelling question: “How was racial identity defined in the nineteenth century, and how did that limit Black people at the time? How did Black people fight back against these labels?”
3. Distribute to students a **Definitions Handout**. Have them define key terms in their own words. Students can use a dictionary to look up terms, discuss them in small groups, or work together as a class to create definitions.
4. Divide students into small groups. Within their groups, students should explore resources related to Mary Bateman Clark, including [Groundbreaking Black Hoosiers](#), Chapter 13 of *More Essays from Black History News & Notes, 2007 to 2017*, [The Mary Bateman Clark Project](#), and any additional

resources that they can locate. Students should write a short scene about Mary’s fight for freedom, incorporating some of the vocabulary previously explored. Students can create an interview, recreate a court scene, or any other interpretation that they would like. Students can use the **Reporter Handout** for assistance in framing their scene. If time, students can present their scenes to the class.

5. For the formative assessment, students should research and write a short paper on one of the primary differences between the U.S. Constitution and the Indiana Constitution.

Vocabulary

Chattel Slavery – the enslaving and owning of human beings and their offspring as property, able to be bought, sold, and forced to work without wages, as distinguished from other systems of forced, unpaid, or low-wage labor also considered to be slavery.
Colonization – the spreading of a species into a new habitat.

Conflict of Interest – the circumstances of a public officeholder, business executive, or the like, whose personal interests might benefit from his or her official actions or influence.

Defendant – a person, company, etc. against whom a claim or charge is brought in a court.

Executive Branch – the branch of government charged with the execution and enforcement of laws and policies and the administration of public affairs.

Habeas Corpus – a writ requiring a person to be brought before a judge or court, especially for investigation of a restraint of the person’s liberty, used as a protection against illegal imprisonment.

Indentured Servant – a person who came to America and was placed under contract to work for another over time, usually seven years, especially during the seventeenth to nineteenth centuries.

Judicial Branch – the branch of government charged with the interpretation of laws and the administration of justice.

Legislative Branch – the branch of government having the power to make laws.

Mulatto – a person who has both Black and white ancestors.

Ordinance – an authoritative rule or law; a decree or command.

Plaintiff – a person who brings suit in a court.

Precedent – a legal decision or form of proceeding serving as an authoritative rule or pattern in future similar or analogous cases.

Separation of powers – the principle or system of vesting in separate branches the executive, legislative, and judicial powers of a government.

Slavery – the condition of being enslaved, held, or owned as human chattel or property.

Timeline

1705 – Virginia introduces blood fractions to measure blackness, whiteness, or Indigenous children.

1805 – The Northwest Territorial legislature approves Negro and Mulatto slaves over age 15. Owners have 30 days to enter the enslaved into indentured servitude contracts.

1812 – 237 slaves are registered in Indiana. Slavery was originally prohibited by the Indiana Constitution.

1815 – Mary Bateman Clark is brought to Vincennes from Louisville as a slave of Major John Harrison, nephew of Benjamin Harrison V. Harrison emancipates Mary, but places on her an indentured servitude. The Knox County census lists 300 Black people out of more than 8,000 residents. Jack Butler was a free Black man who was identified as one who helped enslaved people escape. Benjamin Johnston Harrison of Knox County requires slaves and indentured servants to have passes to move about through the county.

1816 – African Americans bring the first lawsuit against slavery and indentured servitude in Knox County to the Circuit Court.

1818 – Three slaves were freed in Mississippi by the Mississippi Supreme Court. Cases brought to courts by African Americans in Knox County were delayed indefinitely.

1819 – Knox County presiding Judge Washington Johnston heard the case of Hannah, a girl of color versus John B. Drennon. The judges' opinions differed, and the case was dismissed. Hannah remained enslaved. Mulattoes and deemed incompetent witnesses, and the standard for "whiteness" was established at one-eighth African blood.

1820 - According to the federal census that year it was revealed that Judge Johnston held three slaves. Indiana allowed slavery with 190 African Americans enslaved; 118 were in Knox County.

1820 – *Lasselle v. State* is brought to the Indiana Supreme Court. Polly, an enslaved girl, sued for her freedom on the basis that the Indiana constitution had an article prohibiting slavery when she was purchased. The Knox County Circuit Court ruled in favor of Lasselle, but Polly and her lawyers appealed to the Indiana Supreme Court. Polly was freed and the Indiana Supreme Court held that all persons held as slaves in Indiana would be freed.

1821 – Mary Bateman Clark files suit to invalidate her indentured servitude in Knox County. The Indiana Supreme Court rules in her favor.

1822 – Fanny Taylor and her three children sued for their freedom. Some were freed while others were returned to their master.

1823 - The Indiana Supreme Court's prior decisions did not free all enslaved African Americans and did not end involuntary servitude.

1831 – Indiana legislators pass a bill requiring Black people to post \$500 bonds or to leave the state or be forced to work. The Ohio Supreme Court influenced the Indiana Supreme Court to measure whiteness by

blood fraction. The courts define mulatto and establish that only white individuals can testify against other white individuals; mulatto or Black individuals could no longer testify against a white person. Defines “mulatto.”

1839 – Samuel and Mary Clark lead the construction of the African Methodist Episcopal Church in Vincennes.

1847 – People with less than one-fourth African ancestry were defined as legally white.

1850 – The Fugitive Slave Act goes into effect, requiring enslaved people be returned to their owners even if they were in a free state.

1851 – Indiana’s Constitution is revised; Article 13 prohibits Black people from coming into the state.

1853 – Indiana requires all Blacks and mulattoes to register with county clerks.

1863 – Orange County clerk describes shades of skin tone of Black people. Mixed-race people were given a racial identity.

1866 –The Civil Rights Act of 1866 rules that Black people can testify in trials against white people.

Name: _____ Period: _____ Date: _____

Definitions Handout

Directions: Using your prior knowledge, a physical or virtual dictionary, or through conversation with a teammate, define each of the following terms in your own words.

Slavery –

Chattel Slavery –

Indentured Servitude –

Mulatto –

Habeas Corpus –

Precedent –

Ordinance

Name: _____ Period: _____ Date: _____

Reporter Handout

Directions: In situations where one person is interviewing another person or a group of persons, knowing how to begin can be difficult. Use the following prompts to help structure an interview as if one person is a reporter and the other is answering questions related to the topic. The reporter should take notes as the other person relays their answers.

Main Idea/Topic Sentence/Introduction:

Who?:	Did What?:	How?:
Why?:	Where?:	When?:

Summary of events:

Lesson 2: The Underground Railroad in Indiana

Compelling Question

What roles did Hoosiers play in the Underground Railroad?

Staging the Compelling Question

Ask students what they may already know about the Underground Railroad. Where did it begin? How was Indiana part of the Underground Railroad?

Suggested Materials

Device to access the internet, pencil/pen, *More Essays from Black History News & Notes, 2007 to 2017*, handouts, color pencils

Procedures and Activities

1. To introduce students to inquiry, ask whether they know about the Underground Railroad. Where did it begin? Who ran it? Was Indiana a part of the Underground Railroad?
2. Share with students the compelling question: “What roles did Hoosiers play in the Underground Railroad?”
3. Have students watch a virtual tour of the [Levi and Catharine Coffin State Historic Site](#) together as a class or on their own. Distribute the **Observation Sheet** to students to record their thoughts during the tour, then share their observations afterwards.
4. Distribute **Indiana Underground Railroad Sheet**. Instruct students to shade in the Indiana counties associated with the Underground Railroad. Divide the class into small groups. Each group should be assigned a different county associated with the Underground Railroad. Groups should record information regarding how the county was associated with the Underground Railroad, using the [Indiana Department of Natural Resources records of Underground](#)

[Railroad Sites](#). Have groups share their findings with the class.

5. For the formative assessment, students should select one of the figures related to the Underground Railroad from the [National Park Service](#). Using the National Park Service and other resources they can find, students should write a short essay describing the figure’s role in the Underground Railroad.

Vocabulary

Abolitionist – a person who advocated or supported the abolition of slavery in the United States.

Antebellum – before or existing before a war, especially the American Civil War.

Enslaver – a person who holds someone in slavery or bondage.

Freedom Seeker – an enslaved person who takes action to obtain freedom from slavery.

Quaker – a popular name for a member of the Society of Friends.

Timeline

1793 – Fugitive Slave Act is created to give effect to the Fugitive Slave Clause of the U.S. Constitution, which guaranteed a right for an enslaver to recover a freedom seeker.

Early 1800s – The Abolitionist Movement begins.

1838 – Frederick Douglass uses false “freedom papers” to board a train to escape slavery.

1850 – Fugitive Slave Law is enacted.

1861 – The Civil War breaks out.

1865 – The State of Indiana Recognizes the heroism of the Fifty-Eighth Regiment with an obelisk in courthouse square at Princeton, Indiana. President Abraham Lincoln announces the Emancipation Proclamation freeing all enslaved people in the states that had seceded from the Union.

2004 – National Underground Railroad Freedom Center opens in Cincinnati, Ohio.

Name: _____ Period: _____ Date: _____

Observation Sheet

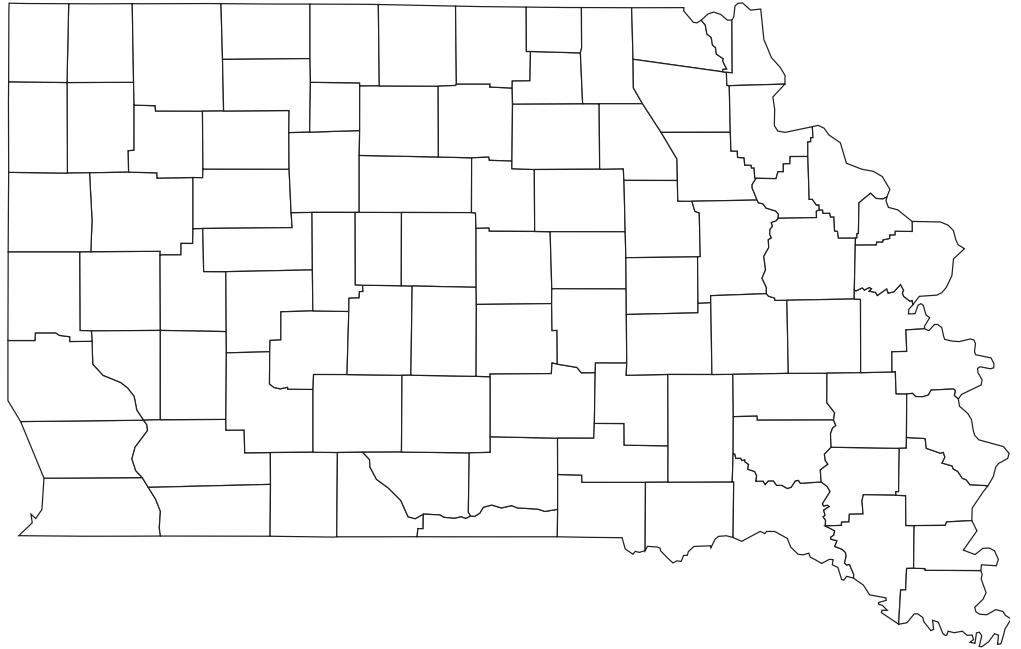
Directions: Watch the tour of the Levi and Catharine Coffin State Historic Site from the Indiana State Museum and Historic Sites. Record your observations and thoughts in the chart, and then be prepared to share with the class afterward. Try to write down as many adaptations as you can!

List the adaptations that the Coffins used to aid freedom seekers.	How did those adaptations help freedom seekers?

Name: _____ Period: _____ Date: _____

Indiana Underground Railroad Sheet

Directions: Shade in Decatur, Elkhart, Floyd, Allen, Gibson, Grant, Hamilton, Harrison, Henry, Jackson, Knox, Lake, Madison, Marion, LaPorte, Saint Joseph, Steuben, Parke, Ripley, Warrick, and Wayne Counties. Choose one county and navigate to the Indiana DNR Underground Railroad Sites in Indiana webpage. Answer the questions using information you find about your county.



Your County:

What part of the state is your county in:

Name a person or group who was associated with aiding freedom seekers:

Describe how your county is related to the Underground Railroad:

Lesson 3: Indiana in the Civil War

Compelling Question

How did Black and white men contribute to the Civil War?

Staging the Compelling Question

Ask students if they can name the groups who fought in the Civil War (Union and Confederate), and who made up those groups. Ask if they think Black men may have fought in the Civil War. Prompt students to consider why Black men may have fought for the Union or the Confederacy.

Suggested Materials

Device to access the internet, pencil/pen, *More Essays from Black History News & Notes, 2007 to 2017*

Procedures and Activities

1. To introduce students to inquiry, ask whether they can name the different groups who fought in the Civil War, and who may have made up those groups. Prompt students to consider whether Black men may have fought in the Civil War, and why they may have fought for the Union or the Confederacy.
2. Share with students the compelling question: “How did Black and white men contribute to the Civil War?”
3. Have students share reading aloud the history of [Indiana’s Twenty-Eighth Colored Infantry Regiment](#). Then, watch the video on the [Battle of the Crater](#). Pull up the image of the [Officers of the Twenty-Eighth Regiment U.S. Colored Troops](#) or pass around copies to groups. Ask students to consider why the Battle of the Crater may have been so deadly for Black soldiers, compared to white soldiers.
4. Inform students that you will be looking at the experience of soldiers during the Civil War from the perspective of an army chaplain named John Hight. While he did not serve with the Twenty-Eighth Regiment, he did serve along white

and Black Union soldiers and wrote accounts about his experiences.

5. Distribute Chapter 17 of *More Essays from Black History News & Notes, 2007 to 2017* to students. Students should read the chapter and then select one of the following activities:
 - a. In groups of 2, students can use the **Reporter Handout** to role play. One student will take on the role of an interviewer, while one takes on the role of Chaplain John Hight. Together, they will write an interview of Hight’s time in the Civil War and then perform it.
 - b. Students can select one of the drugs mentioned in the article that Hight used on soldiers. Students can research it and write a short paper on its properties and use during the Civil War.
6. For the formative assessment, have students read the following article on [Black Soldiers in the U.S. Military During the Civil War](#). Then, using the information from the article and Chapter 17 of *More Essays from Black History News & Notes, 2007 to 2017*, students should write a journal entry as a member of the U.S. Colored Troops describing their experiences in the war.

Vocabulary

Calomel – a white, tasteless powder, used chiefly as a purgative and fungicide.

Chaplain – an ecclesiastic attached to the chapel of a royal court, college, etc., or to a military unit.

Emancipation – the act of emancipating an enslaved person.

Enlistment – the time period for which one is committed to military service.

Prejudice – an unfavorable opinion or feeling formed beforehand or without knowledge, thought or reason.

Quinine – a white, bitter, slightly water-soluble alkaloid, having needlelike crystals, obtained from cinchona bark; used in medicine chiefly in the treatment of resistant forms of malaria.

Timeline

1861 – The Civil War breaks out.

1864 - Robert Townsend is among the first Black men to enlist in the Union Army, forming the Twenty-Eighth U.S. Colored Infantry Regiment. The regiment sustains heavy losses during the Battle of the Crater.

1865 – The Twenty-Eighth Regiment helps to take Richmond, Virginia, the Confederate capital. Afterwards, the regiment is sent to Texas to erect telegraph lines and fight the Indigenous peoples of the area. They are nicknamed the “Buffalo Soldiers.”

1866 – The Twenty-Eighth Regiment returns to Indianapolis and is mustered out.



OFFICERS OF THE 28th REGIMENT U S. COLORED TROOPS.

Photographed by Swain Brothers, Indianapolis, 1866.

Indiana Historical Society, P0455

[Officers of the 28th Regiment U.S. Colored Troops](#)

Lesson 4: Hoosiers Contribute to World War I

Compelling Question

How did Black men and women contribute to World War I and what recognition did they receive for their bravery?

Staging the Compelling Question

Ask students if Black men or women fought in World War I. What roles did they fill (nurses, foot soldiers, artillery, etc.)? Did Black men act in leadership positions during the war?

Suggested Materials

Device to access the internet, pencil/pen, *More Essays from Black History News & Notes, 2007 to 2017*

Procedures and Activities

1. To introduce students to inquiry, ask whether Black men or women contributed to World War I? Ask if they can name some roles that men or women may have fulfilled at home or abroad during the war. Prompt students to consider whether Black men and women would have been in leadership positions during the war.
2. Share with students the compelling question: “How did Black men and women contribute to World War I and what recognition did they receive for their bravery?”
3. Watch [How WWI Changed America: African Americans in WWI](#) with the class. Divide students into small groups with at least one device between them. Advise students to explore the following resources, noting their observations on how men and women contributed to the war effort during World War I and what recognition they did or did not receive.
 - a. [African American Women in World War I](#) booklet from the National Museum of African American History and Culture
 - b. [We Return Fighting: The African American Experience in World War I](#) exhibit from the National Museum of African American History and Culture
 - c. [African Americans and World War I](#) essay from Chad Williams of Hamilton College
 - d. [African Americans in the Military during World War I](#) primary sources from the National Archives
4. After groups have had time to make note of their observations, bring the class back together to share their observations. Inquire as to whether students thought Black and white men and women were treated the same during the war. Encourage students to use supporting evidence from their initial research.
5. Pass out the **True Sons of Freedom Analysis** sheet. As a class, use visual thinking strategy to encourage the class to make observations about the poster and its purpose, emphasizing its role in encouraging Black men to fight in the war. Students should have time to make their own observations prior to sharing with the class.
6. For the formative assessment, students should look further into the story of Aaron Fisher, who was the most decorated Black soldier from Indiana to serve in World War I. Students can consult Chapter 7 of *More Essays from Black History News & Notes, 2007 to 2017*, also available online, [Groundbreaking Black Hoosiers](#), the [National Park Service](#), and the [World War I Centennial Commission](#), or other credible resources they can locate, to gather information about Aaron Fisher’s contributions during the war. Students should write a short essay including a thesis statement, supporting evidence, and conclusion, answering: How did Fisher contribute to World War I, and what recognition did he receive? To extend the activity, students can prepare an oral report, create a Google Exhibit or physical exhibit, or other demonstrative medium to share Fisher’s story.

Vocabulary

Court Martial – a court consisting of military or naval personnel appointed by a commander to try charges of offense by soldiers, sailors, etc., against military or naval law.

Enlistment – the time period for which one is committed to military service.

Quartermaster – an officer charged with providing quarters, clothing, fuel, transportation, etc., for a body of troops.

Sedition – incitement of discontent or rebellion against a government.

Treason – a violation of allegiance to one's sovereign or to one's state.

Timeline

1889 – Charles D. Young graduates from the West Point Military Academy, becoming the first high-ranking Black officer at the time.

1917 – The United States enters World War I. The U.S. government begins to recruit Black officers from Historic Black Colleges and Universities.

1918 – The Ninety-Second and Ninety-Third Divisions consisting of African American men are ordered to service in Europe. The *Sons of Freedom* poster features African American soldiers in battle to encourage further enlistment of Black men.

1918-1920 – Black men are awarded honors by both the U.S. and French governments for their bravery and service during World War I.

1948 – President Harry Truman issues Executive Order 9981 banning segregation in the U.S. armed forces.

True Sons of Freedom Analysis

Directions: Directions: Take a close look at the poster and answer the questions associated with the poster.

1. When was this poster released?
2. Why might this poster encourage men to enlist in the army?
3. Write three observations that you would want to know more about from this poster.
4. Why do you think this poster is called True Sons of Freedom?
5. Is this propaganda? Support your answer with supporting evidence.



True Sons of Freedom., 1918. Chicago: Chas. Gustrine. Photograph. <https://www.loc.gov/item/93503146/>.

Lesson 5: School Segregation in Indiana

Compelling Question

How did segregated schools shape the experience of Black students in Indiana?

Staging the Compelling Question

Were schools in Indiana segregated according to the Indiana Constitution when it was founded? Were schools in Indiana integrated? Were opportunities for Black and white students the same at schools?

Suggested Materials

Device to access the internet, pencil/pen, *Black History News & Notes*

Procedures and Activities

1. To introduce students to inquiry, ask whether Indiana schools were founded segregated, and whether Indiana schools have always been integrated. Ask whether opportunities for Black and white students were the same at segregated schools. Prompt students for any examples they may already know from their prior studies.
2. Share with students the compelling question: “How did segregated schools shape the experience of Black students in Indiana?”
3. Begin by providing students an overview of Indiana’s history with segregated schools in Indiana. Share that students will be exploring the history of two separate schools that had a large impact on Indiana’s history: Roosevelt High School in Gary and Crispus Attucks High School in Indianapolis. Share [Attucks: The School that Opened a City Preview](#) and [Endangered Indiana: Gary Roosevelt HS Revisited](#). Encourage students to write down their observations, including: How do the schools look similar or different? How do the communities talk about their schools? What questions do these videos prompt about the schools and their history?
4. Divide the class into two groups. One will look at Crispus Attucks High School and the other

will look at Gary Roosevelt High School. Using the **School Profile** sheet, have students in the groups use print and internet resources to fill in their profile. Once completed, bring the group together to share their findings.

5. For the formative assessment, students should write a letter to their local Congressperson, identifying a local historic Black school and encouraging its recognition and preservation. Students can write about Crispus Attucks or Gary Roosevelt High School or look up a different school from Indiana to share its history with their congressperson. For students needing assistance with letter writing, they can be encouraged to use the **Formal Letter Template**.

Vocabulary

Integration – to give or cause to give equal opportunity and consideration to a racial, religious, or ethnic group or a member of such a group.

Segregation – the institutional separation of an ethnic, racial, religious, or other minority group from the dominant majority.

Separate but Equal – pertaining to a racial policy, formerly practiced in some parts of the United States, by which Black people could be segregated if granted equal opportunities and facilities, as for example education, transportation, or jobs.

Timeline

1869 – Indiana Legislature passes a law calling for separate education facilities for Black children.

1877 – Indiana Legislature calls for schools with too few Black students enrolled to enroll in white schools.

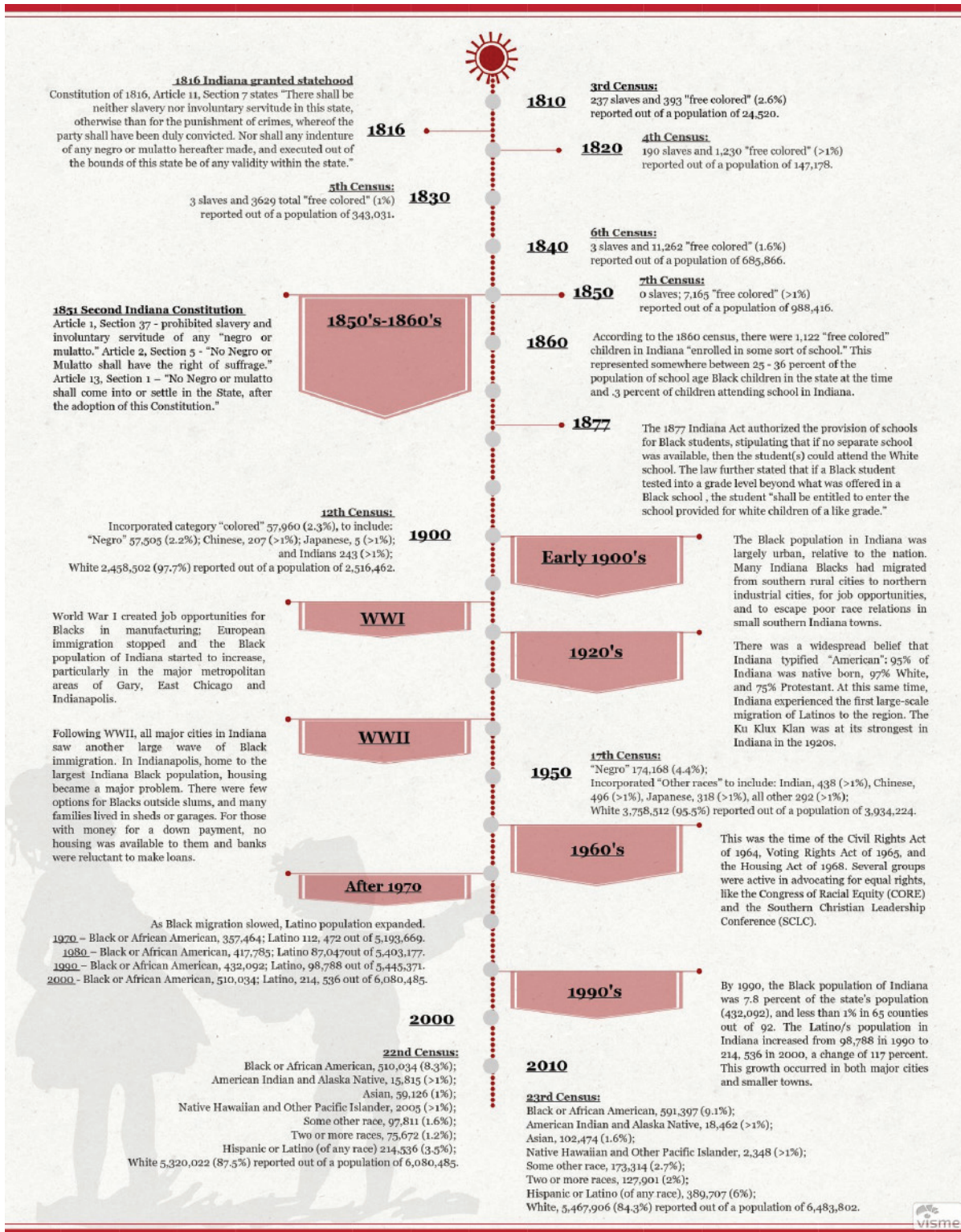
1908 – Gary School Board votes to segregate its schools. The earliest school for Black children, a one-room structure, is founded in Gary, Indiana.

1927 – 18 Black students in Gary are temporarily transferred from the all-Black Virginia Street School to the all-white Emerson School. This led to a walkout and strike by 2,800 white students, who demanded that Black students be removed. The only Black school in operation was overcrowded.

1931 – Roosevelt High School is dedicated in Gary and opened for Black students.

1962 – The National Association for the Advancement of Colored People files a lawsuit to force integration of schools but loses due to a lack of evidence.

School Segregation in Indiana Reference Timeline



[https://cepr.indiana.edu/segregation.html#:~:text=The%20timeline%20established%20by%20the,doctrine%20of%20Plessy%20\(1896\).](https://cepr.indiana.edu/segregation.html#:~:text=The%20timeline%20established%20by%20the,doctrine%20of%20Plessy%20(1896).)

Name: _____ Period: _____ Date: _____

School Profile Sheet

Directions: Using information that you can find in books and online, answer the questions about either Crispus Attucks High School or Gary Roosevelt High School.



Why was the school founded?

What year did the school open?

What year did the school close, if it closed?

Name three things that the school is known for. Provide supporting evidence for your answer.

Name three notable alumni from the school. Provide supporting evidence for their contributions to the state and nation with your answer.

What does the school look like now, and is it still in use? Draw it in the space to the left.

Name: _____ Period: _____ Date: _____

Formal Letter Template

Directions: Review the template letter below to see how to write a formal letter. Then, using the template as a guide, write your own formal letter on a lined sheet of paper like the one on the back of the template.

Your name
and your address

Date

Who the letter is addressed to
and their address

Greeting – Dear INSERT NAME OF PERSON THE LETTER IS ADDRESSED TO,

This is where you will introduce yourself and explain why you are writing the letter.
In subsequent paragraphs, you can explain further or provide evidence for what your
point is.

In a final paragraph, summarize why your point is important, and what the letter
recipient should do to address what you have discussed.

Sincerely,

Signature

Typed Name

Lesson 6: Fighting for Community

Compelling Question

How have Black men and women participated in their communities to further human and civil rights?

Staging the Compelling Question

What are human rights? What are civil rights? How do you fight for rights?

Suggested Materials

Device to access the internet, pencil/pen, *More Essays from Black History News & Notes, 2007 to 2017*

Procedures and Activities

1. To introduce students to inquiry, ask students whether they can name human or civil rights. Write answers in a T-Chart on the board, separating civil from human rights and defining the difference as needed. Prompt students to consider how people throughout history have fought for their human and civil rights.
2. Share with students the compelling question: “How have Black men and women participated in their communities to further human and civil rights?”
3. Share the images of protests found in the Lesson 6 Supplemental Materials. Divide the class into groups, each group looking at a different image. The students should work together to analyze the images and answer the questions in the **Protest Handout**. Students should come together and share their images and what they learned about their images. Encourage students to share other ways that they can help make change in their communities.
4. Bring students together and inquire as to their prior knowledge of the political process. Share information about local, state, and federal political structure and the role those positions play in their communities. This will provide foundational knowledge for students as they begin the formative assessment.
5. For the formative assessment, introduce students to Bill Crawford, a local Indiana legislator who helped to begin the Indiana Black Expo, modeled after Operation PUSH movements in Chicago. The purpose of the Expo remains to highlight the talents and achievements of African Americans, as well as work towards addressing challenges in the community. Using online resources such as the [Encyclopedia of Indianapolis](#), *More Essays from Black History News & Notes, 2007 to 2017 Chapter 14*, and the [Indiana Historical Society digital images collections](#), ask students to find five historical images of men and women helping their community and create a slideshow on any platform they choose. Their slides should include the image, a description of the image, a description of whether the image depicts a human or civil right, and detail how the actions of the individual(s) in the image help their communities. Students may focus on: local politicians, such as Crawford; a specific event, such as the Indiana Black Expo; a time period; or select from a variety of topics that suit the students’ interests.

Vocabulary

- Bipartisan – representing, characterized by, or including members from two parties or factions.
- Civil Rights – rights to personal liberty established by the Thirteenth and Fourteenth Amendments to the U.S. Constitution and certain Congressional acts, especially as applied to an individual or a minority group
- Entrepreneur – a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk
- Governor – the executive head of a state in the United States.
- House of Representatives – the lower legislative branch in many national and state bicameral governing bodies.

Human Rights – fundamental rights, especially those believed to belong to an individual and in whose exercise a government may not interfere, as the rights to speak, associate, work, etc.

Prejudice – an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.

Protest – an expression or declaration of objection, disapproval, or dissent, often in opposition to something a person is powerless to prevent or avoid.

Senate – an assembly or council of citizens having the highest deliberative functions in a government, especially a legislative assembly of a state or nation.

Timeline

1920 – The Ku Klux Klan holds many seats of government power in Indiana.

1926 – The *Indianapolis Freeman* newspaper shuts down while the *Indianapolis Recorder* continues and increases circulation. The Indianapolis NAACP chapter is organized.

1965 – Indianapolis Urban League begins operation.

1969 – UNIGOV is enacted, incorporating the white suburbs into Indianapolis' population.

1971 – Indiana Black Expo is created.



Indianapolis Recorder Collection, Indiana Historical Society

A&P Contest. African American men are walking on a sidewalk picketing for Negro management for Negro business. Crispus Attucks High School is in the background.

December 3, 1965



Indianapolis Recorder Collection, Indiana Historical Society

Hoosiers Against Hunger Rally. Hundreds rallied at the Indiana War Memorial Plaza with Hoosiers Against Hunger

1981



Indianapolis Recorder Collection, Indiana Historical Society

Operation PUSH Protest in Anderson. The Operation PUSH (People United to Serve Humanity) “Mark for Justice, Jobs and Peace” march in downtown Anderson, Indiana on April 4, 1983.



Indianapolis Recorder Collection, Indiana Historical Society

Bank Branch Demonstration. A group of demonstrators with signs stand outside of the Merchants Bank branch in Indianapolis's Martindale-Brightwood neighborhood. The bank was scheduled to close, and the neighborhood association worried that other businesses in the Brightwood Shopping Center would soon follow.

February 1, 1985

Protest Handout

Directions: Answer the questions by looking at the image and caption associated with the image. Then, use your own inferences and information you look up to answer the additional questions.

Looking at the image:

1. When did this protest take place?
2. Where did this protest take place?
3. Was an organization responsible for leading the protest? If so, who was it?
4. Who is taking part in the protest? How can you tell?
5. What is the group fighting for? Is it a human or civil right?

With additional sources and information, or your own inferences, answer the following:

1. What was happening at that time to make people want to fight for this issue?
2. Why was this issue important for the local Black community?

Lesson 7: Black Excellence - Art and Architecture

Compelling Question

How have Black artists used their work to advocate for change?

Staging the Compelling Question

Does all art have meaning? Do you have to know the artist to understand the meaning of a piece of artwork? What experiences do you think artists bring to their work?

Suggested Materials

Device to access the internet, pencil/pen, *More Essays from Black History News & Notes, 2007 to 2017*

Procedures and Activities

1. To introduce students to inquiry, ask students whether they are familiar with any Black artists. Inquire as to whether art must mean something, and if knowing the artist influences your understanding of the art. Prompt students to consider whether an artist brings their lived experiences to their work.
2. Share with students the compelling question: “How have Black artists used their work to share Black excellence?”
3. Share the video on the [Harlem Renaissance](#), from 1:09-7:50. Afterward, pass out the **Harlem Renaissance Worksheet** for students to complete. Students will identify one artist from the Harlem Renaissance, answer questions about the artist’s life, and then select one piece of the artist’s work to describe. Once students have completed their worksheets, bring the class together to share what artists they have looked at and what styles they have explored.
4. For the formative assessment, students should read [Chapter 6](#) of *More Essays from Black History News & Notes, 2007 to 2017* and [Ground-breaking Black Hoosiers](#). Using information from

the article, students should write a one-page essay describing why William Wilson Cooke was significant in Indiana history, and how his architectural work was influenced by his experiences. To accompany the essay, students should select one of the buildings designed by Cooke and draw a rendering of the building.

Vocabulary

Abstract art – A trend in painting and sculpture in the twentieth century. Abstract art seeks to break away from traditional representation of physical objects. It explores the relationships of forms and colors, whereas more traditional art represents the world in recognizable images.

Asymmetrical – not identical on both sides of a central line.

Conservator – a person who repairs, restores, or maintains the condition of objects, as paintings or sculptures in an art museum, or books in a library.

Contemporary – existing, or occurring, or living at the same time; of the present time; modern.

Curator – the person in charge of a museum, art collection, etc. A person who selects content for presentation.

Impressionist – a style of painting developed in the last third of the nineteenth century, characterized chiefly by short brush strokes of bright colors in immediate juxtaposition to represent the effect of light on objects.

Expressionist – a manner of painting, drawing, sculpting, etc., in which forms derived from nature are distorted or exaggerated and colors are intensified for emotive or expressive purposes.

Harlem Renaissance – a renewal and flourishing of Black literary and musical culture during the years after World War I in the Harlem section of New York City.

Timeline

1888 – William Wilson Cooke attends Claflin College of Agriculture and Mechanics for Colored People.

1908 – Newfields (formerly Indianapolis Museum of Art) acquires its first work by an African American artist, William Edouard Scott. The piece was *Rainy Night, Etaples*.

1909 – Using his knowledge of carpentry and masonry, Cooke supervises the construction of federal courthouses and post office in Pennsylvania.

1920 – The Harlem Renaissance is generally accepted at having begun around the 1920s.

1919 – Augusta Savage receives an award for her portrait sculptures.

1923 – Cooke designs the first African Methodist Episcopal Church in Gary to accommodate a growing congregation.

1927 – John Wesley Hardrick wins the Harmon Foundation Bronze Medal for *Little Brown Girl*. Hardrick worked for the Public Works of Art Project at this time and painted murals for Crispus Attucks High School.

1929 – William H. Johnson wins the Harmon Foundation Gold Medal for his humorous art style. Cooke becomes the first African American to receive his Indiana architect's license.

1967 – The Harmon Foundation donates 1,200 pieces of Johnson's artwork to Newfields.

1982 – Newfields purchases its first autumn landscape by Hardrick.

Name: _____ Period: _____ Date: _____

Harlem Renaissance Worksheet

Directions: Choose one artist from the Harlem Renaissance and answer the following questions about them and their work.

1. When did the Harlem Renaissance take place?
2. Describe what the Harlem Renaissance was in two to three sentences.
3. What artist have you selected?
4. Describe the art they created.
5. Why was this artist significant to the Harlem Renaissance?
6. What lived experiences did the artist bring to their work? How can you tell?

Name: _____ Period: _____ Date: _____

Harlem Renaissance — Artwork

Directions: Select one piece of artwork created by your selected artist. Draw your interpretation of the selected work. Then, create a museum label using the prompts to accompany the artwork.



Date work was created: _____

Art style: _____

Write a label for the artwork. Museum labels are usually less than 100 words and can include information about what the artist meant in the piece, the curator's interpretation of the piece, or observations about the work:

Lesson 8: Black Excellence – Sports Legends

Compelling Question

What role did sports such as baseball, basketball, and golf play in developing Black communities' cohesion and pride?

Staging the Compelling Question

Did all sports integrate in Indiana at the same time? Were African American leagues given the same resources that white leagues were? Were sports as prominent in Black communities as they were in white communities?

Suggested Materials

Device to access the internet, pencil/pen, *More Essays from Black History News & Notes, 2007 to 2017*

Procedures and Activities

1. To introduce students to inquiry, ask students whether they know when various sports integrated in Indiana, and whether the sports integrated at the same time. Inquire as to whether African American sports leagues received the same resources that white leagues did. Prompt students to think about whether sports played an integral part of African American communities as they did white communities.
2. Share with students the compelling question: “What role did sports like baseball, basketball, and golf play in developing Black communities’ cohesion and pride?”
3. Ask students if they know who the first Black professional golfer was; if they do not know, as if they can name a Black professional golfer. Ask students “Is golf a white man’s only game?” Prompt students to consider why or why not they may consider golf a sport only played by one race. Extend this thought with other sports, prompting students to consider if they think of one sport or another being a “white” sport

or a “Black” sport. Divide students into groups to read Chapter 11 of *More Essays from Black History News & Notes, 2007 to 2017*. In their groups, they should answer the questions in the **African Americans and Golf in Indianapolis Worksheet**. Once complete, students can come back together to share answers, or the worksheets can be collected for assessment.

4. Pass around the Supplemental photos. In their small groups, students should look at the photos and accompanying captions. They should discuss in their groups the similarities and differences in the sports represented with today’s sports in their experiences. After having time to discuss in their groups, students should share as a class. Students should be prompted to think and discuss how sports play a role in their communities now, how sports are representative of the communities in the images, and how the story they studied of golf in Indianapolis demonstrates the role of sports as a community builder.
5. For the formative assessment, students should select one Black athlete from Indiana and create a short presentation in any medium preferred for the class (virtual, PowerPoint, exhibit board, etc.). The presentation should include the name of the athlete, sport played, their significance to their sport, and information on how they contributed to Black pride and community building. Students should be encouraged to select historic athletes, or at least ones who are not actively playing their sport.

Vocabulary

Intramural – involving only students at the same school or college.

Timeline

1912 – Oscar Charleston, at 15 years old, enlists in the U.S. Army and serves in segregated units.

1914 – Manilla integrates baseball teams by admitting Black men of the Twenty-Fourth Regiment. Oscar Charleston and his teammate Wilber Rogan dominate the league. Higher ups refuse to play Black players, ending the integrated teams.

1915 – Charleston joins the Indianapolis ABCs, a minor league team of the Indianapolis Indians.

1918 – Charleston re-enlists in the army to serve in World War I, joining the Colored Officer Training program.

1919 – C. I. Taylor organizes a professional African American baseball league.

1920 – Negro National League officially begins.

1921 – Frederick Douglass Park opens on Indianapolis's east side.

1924 – Charleston signs with the Harrisburg Giants in Harrisburg, Pennsylvania. The *Harris Telegraph* newspaper tracks Charleston's statistics alongside Babe Ruth.

1927 – A nine-hole golf course, specifically for African Americans, is commissioned at Indianapolis's Frederick Douglass Park.

1931 – The United States Golf Association (National tournament) is held in Indianapolis at the Frederick Douglass Golf Course.

1937 – George Roddy becomes the first African American professional golfer from Indiana. The Coffin Golf Course in Indiana is desegregated.

1945 – The United Negro Golf Association begins.

1948 – Bill Garrett starts for and stars on the Indiana University basketball team as a sophomore. He is the only African American player in a Big 10 Conference school at this time.

1951 – Garrett is drafted by the Boston Celtics in the second round, as well as by the U.S. Army to serve in the military.

1952 – Garrett is honorably discharged from the military and is released by the Celtics. He turns down an offer from the Harlem Globetrotters.

1959 – Garrett becomes the basketball coach at Crispus Attucks High School and leads the team to a state championship.

1960 – Ninety African American groups register as golf clubs across America with male and female players. The PGA Tour lifts its "Caucasians only" clause.

1973 – The Indiana Black Expo sponsors the Professional/Amateur tournament with \$25,000 in prize money, up from \$10,000 the year before.

1999 – George Roddy is elected to the Indiana Golf Hall of Fame.

African Americans and Golf in Indianapolis Worksheet

Directions: Answer the following questions as you read Chapter 11 of *Best of Black History News & Notes*.

1. Who was the first Black professional golfer?
2. Who created the golf tee?
3. Name the winner of the two early Negro golf tournaments.
4. Who was the first Black student to play for the Indiana University golf team?
5. Who was the first Black man to earn letter in golf with a Big Ten team?
6. Who were the two men who fought and won to have the “whites only” clause removed from the bylaws of the Professional Golf Association?
7. Name the Black men from Indianapolis who were among the first to receive their PGA Tour cards.
8. Why did college golf teams, such as Indiana University, refuse to play teams in the Southern United States?
9. Before Tiger Woods, who were the two most prominent Black professional golfers?
10. Which local Black professional golfer received the Presidential Medal of Freedom?
11. How did Black golfers contribute to their community?



Indianapolis Recorder Collection, Indiana Historical Society



Indianapolis Recorder Collection, Indiana Historical Society

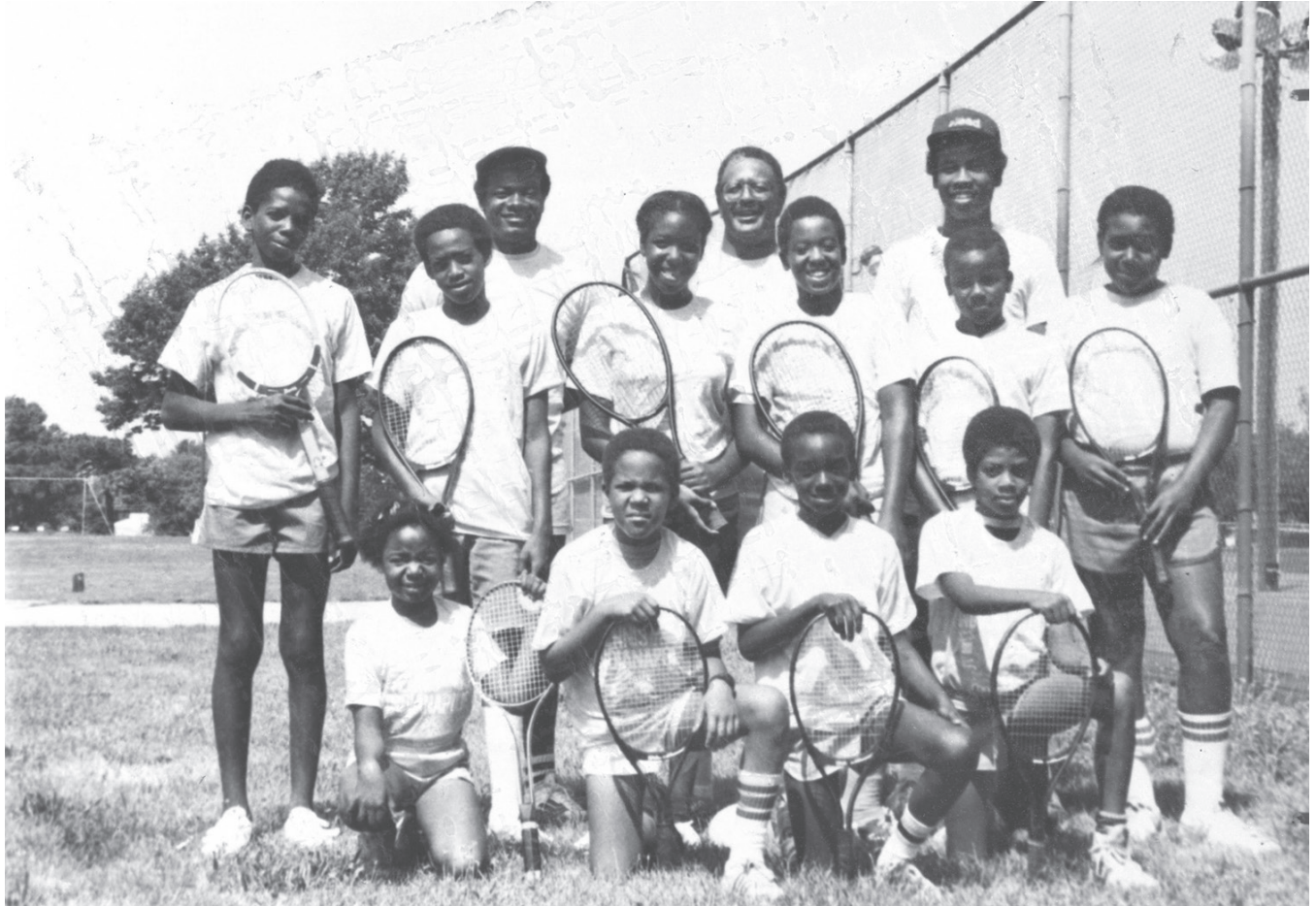
The Cosmo Knights was a fraternal club that raised money for scholarships and community projects. Here, the winners of the club's Ninth Annual Scholarship Tournament at Coffin Golf Course are congratulated. In top photo, Robert Kent (second from left), tournament director, presents the winner's trophy to Russell Smith as Ted Jarrett, club treasurer, and Albert Booth, president, look on. In bottom photo Booth presents the medalist prize to local golfer Ed Searcy, who set a record for the tournament with a score of 68.
July 30, 1983



Indianapolis Recorder Collection, Indiana Historical Society

Oscar Charleston who played with the Indianapolis ABCs was inducted into the National Baseball Hall of Fame & Museum in 1976. Shut out of America's "national pastime," many Black professional players belonged to teams that joined the Negro National League after its founding in 1920. Coverage of the Indianapolis ABCs, a member of the league, first appears in local newspapers in 1902. The team blossomed after C. I. Taylor, who became co-owner and manager of the ABCs, came to Indianapolis in 1914. He merged the team with the West Baden Sprudels, another Black baseball team.

1930s



Indianapolis Recorder Collection, Indiana Historical Society

Caption: This group of young tennis players and coaches represented Douglass Park in the 1983 National Junior Tennis League conducted in parks throughout Indianapolis. The NJTL was founded by Arthur Ashe in 1969 and an Indianapolis chapter started play in 1973.

July 30, 1983



Indianapolis Recorder Collection, Indiana Historical Society

Caption: Bill Garrett coaches Crispus Attucks High School Basketball Team to 1959 State Championship. The year 1947 saw two defining moments in U.S. sports and race-relations history. Jackie Robinson broke the color barrier in major league baseball. Later that year, Garrett, from Shelbyville, Indiana, became the first African American to play basketball at Indiana University.

1959



Indiana Historical Society

The Indianapolis Clowns were a baseball team that played in the Negro American League. Although the team played serious baseball, it was best known for its showmanship and flamboyant style. The team was baseball's equivalent to basketball's Harlem Globetrotters. Barnstorming the country during the 1930s and the first half of the 1940s, team members occasionally played in grass skirts and painted bodies, and used such names as Sessie, Mofike, Wahoo, and Tarzan. The Clowns were the best-known Black league team to play in Indianapolis, but not the first. The first formalized Black league, the Negro National League, incorporated in 1920 with teams in six midwestern cities, including the Indianapolis ABCs.

Circa 1943



Indianapolis Recorder Collection, Indiana Historical Society

Four cheerleaders standing at a game, most likely for John Marshall high School.

1981



Indianapolis Recorder Collection, Indiana Historical Society

The Crispus Attucks Tigers won the first game of the 1981 football season by defeating Tech High School 20–18 at Attuck’s field.

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