

Civil Rights and Race Relations in Maryland

Museum Connection: Family and Community

Purpose: In this lesson students will develop an understanding of civil rights and race relations in Maryland during the mid-1900s. This will be accomplished by providing two examples, decades apart, which demonstrates the course of civil rights and race relations in Maryland.

Course: United States History, African-American History, American Government

Time Frame: 1-2 class periods

United States History State Curriculum:

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.4: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1946-1968.

3. Analyze the major developments, controversies and consequences of the Civil Rights Movement between 1946-1968 (5.4.3).

Objective:

- c. Describe various activities that Civil Rights activists used to protest segregation, including boycotts, sit-ins, marches and voter registration campaigns (PS, E)
- f. Describe the goals of Civil Rights legislation, including the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965, and the 24th Amendment (PS)
- g. Describe why urban violence and race riots escalated during the 1960s in reaction to ongoing discrimination and the slow pace of Civil Rights advances (PS, PNW, G)

Maryland College and Career-Ready Standards Framework Reading Standards for Literacy in History/Social Studies

CCR Anchor Standard #1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Maryland College and Career-Ready Standards Framework Writing Standards for Literacy in History/Social Studies

CCR Anchor Standard #1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1 Write arguments focused on *discipline-specific content*.

1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.

1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

1e Provide a concluding statement or section that follows from and supports the argument presented.

Objective(s):

Students will compare and contrast the state of race relations and civil rights in Maryland before and after the Civil Rights Act of 1964.

Vocabulary and Concepts:

Segregation	the separation of or isolation of a race, class, or ethnic group from the rest of society.
Civil rights	protections and privileges given to all United States citizens by the Constitution and Bill of Rights.
Lynch	to execute without due process of law; especially to hang.
Racial Polarization	division of people into distinct, opposite, and competing groups based upon race; frequently characterized by mistrust, fear, and/or hostility.
Discrimination	treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit: <i>racial and religious intolerance and discrimination.</i>
Boycott	to abstain from or stop buying or using: <i>to boycott foreign products.</i>
Sit-in	any organized protest in which a group of people peacefully occupies and refuses to leave a premises
Legislation	the act of making or enacting laws.
Apprehended	to take into custody; arrest by legal warrant or authority:
Civil Rights Act of 1964	an important piece of legislation that banned segregation and discrimination in public accommodations. Further, the U.S. Attorney General would be able to help victims of discrimination. It also forbids employers to discriminate against minorities.

Materials:

- Chart paper
- Markers
- Internet Access--not necessary but useful for showing pictures
- Any current events to show, *Afro-American* Newspaper
- Map of U.S. and Maryland

For the Teacher:

Time article entitled, “At Princess Anne,” October 30, 1933 (from www.Time.com);

See email link submitted with this lesson.

<http://www.time.com/time/magazine/article/0,9171,754011,00.html?artId=754011?contType=article?chn=us>

Copy of Title III of the Civil Rights Act of 1964 (from www.usdoj.gov);
Minneapolis Star Tribune article entitled, “The Cambridge Convergence: How a Night in Maryland 30 Years Ago Changed the Nation’s Course of Racial Politics” July 28, 1997

http://www.stanford.edu/~ccarson/articles/cambridge_convergence.htm

For the Students:

- Student Resource Sheet 1: Civil Rights and Race Relations Focus Questions
- Student Resource Sheet 2: Civil Rights and Race Relations in Maryland

<http://www.time.com/time/magazine/article/0,9171,754011,00.html?artId=754011?contType=article?chn=us>

http://www.stanford.edu/~ccarson/articles/cambridge_convergence.htm

See materials and teacher resources

Copies of handouts

Copies of articles

Copies of questions

Historical Background:

The civil rights history of Maryland is an example of both the positive and negative aspects of the civil rights movement in the U.S. One of the positive examples that reported on race relations, civil rights and the daily lives of African Americans was the *Baltimore Afro-American*, a newspaper designed for African Americans that began publication in 1892. On the negative side, however, Maryland was also home to segregation, disfranchisement through the grandfather clause and other voting restrictions, and lynchings.

This lesson plan will cover civil rights and race relations in Maryland during the middle of the 1900s, beginning with the George Armwood story in October 1933, covering the Civil Rights Act of 1964 and concluding with H. Rap Brown's march in Cambridge, Maryland, in 1967. George Armwood, who reportedly was "feeble-minded," admitted to an attack on a white woman, Mary Denston, on October 17, 1933. Rumors of the formation of a local lynch mob led to Armwood's being placed in a Baltimore jail. However, he was taken by Somerset officers and returned to Princess Anne County. On October 18, 1933, a large mob overpowered local jail officials and dragged, severely beat, lynched and then burned Armwood. The killing, along with photographs, appeared in the *Baltimore Afro-American* newspaper.

Racial tensions swelled in Maryland's eastern shore Cambridge community in the mid-1960s, during the civil rights campaign led by Gloria Richardson. Cambridge and other small eastern shore towns continued to ban blacks from public accommodations despite the passage of the Civil Rights Act of 1964.

SNCC and black power activist H. Rap Brown was asked to march in Cambridge to support a recommitment to a civil rights campaign that had been lagging for a number of years. After making the speech, Brown was shot in the face while escorting a girl home on Race Street, the main commercial street of the city that also divided the black and white neighborhoods of the city. A race riot ensued that included the burning of local buildings. Maryland's Governor, Spiro T. Agnew, toured the damaged city and announced that H. Rap Brown needed to be apprehended. Subsequently, charges were filed against Brown, and Agnew became the voice of a growing number of people who wanted to support repressive policies against highly visible leaders of the civil rights movement.

Lesson Development:

1. *Motivation:*

Possible vocabulary activities:

- Students could complete a vocabulary activity prior to the lesson.
- Students could complete a transition assignment asking them to match terms with actions.
- Teacher could come up with examples for each term prior to the lesson's being implemented

2. Students could brainstorm a list of examples of segregation in the United States and Maryland during the 1900's.

Key Questions:

- Look over the list of events we documented and ask students if they think race relations have improved or not. Students should give specific reasons why they feel this way.
- Ask students to recall current or past legislation that supports racial justice in Maryland or the U.S.

Transition into reading the article

3. After students have read the *Time* article on the story of George Armwood, students could participate in a guided discussion with the following questions:

- Even though George Armwood admitted to attacking the woman, do you think he would have received a fair trial?
- Why do you think there was never a thorough investigation of Armwood's death?
- What type of thoughts did you have as you read this article?
- Did this article make you think about the state of racial matters in Maryland today?
- What is currently happening in our communities today that resembles the situation in the *Time* article?
- What do you think the law enforcement agencies could have done to bring about justice?
- Did people in MD and the U.S. follow the guidelines of this new legislation?
- How did the race relations in the U.S. and Maryland change?

- Can you imagine what life would be like in Maryland and the U.S. if this important piece of legislation not had been passed?
4. After the examination of Title III of the Civil Rights Act of 1964, have students read “The Cambridge Convergence,” article in order to examine the impact the Civil Rights Act of 1964 had on race relations in Maryland.

Postscript: H. Rap Brown has since been convicted of the murder of a police officer and is on death row in the U.S., although the case is on appeal.

5. *Assessment:*

Either for homework or at the end of class have students write a brief essay in which they compare and contrast the civil rights movement and race relations in Maryland as demonstrated by the story of George Armwood and the H. Rap Brown march in Cambridge.

Give students an option/menu of ways to be assessed:

1. At the end of class students could write one powerful statement that captures the essence of how they felt about what they learned.
2. At the end of the class students could discuss the current state of race relations in America and Maryland.
3. For homework, students could ask family members who may have lived during the civil rights movement to recall events that occurred in MD or America.

6. *Closure:*

At the conclusion of this lesson students should be able to write a comparative essay, using the resources and information from the lesson.

Students could write the *Afro-American* Newspaper about their learning experience.

Thoughtful Application:

- Parts of this lesson could be used in an American Government class to show the impact national legislation can have on local and state government.

- This lesson could be used prior to assigning an oral history project on race relations and civil rights in Maryland.
- This lesson could be used to improve students' critical thinking skills.
- This lesson could be used to teach accountable talk strategies, given the sensitive nature of the subject.
- This lesson could be used in an African American History course.

Lesson Extensions:

- The Museum offers several school programs that connect to the curriculum lessons.
 - *Journey in History Theater* provides living history and theatrical performances which highlight African Americans in the museum's gallery.
 - Take the theme tour, *The Fight for Justice* and examine the contributions made by Maryland African Americans in the battle for equality from Jim Crow through the Civil Rights Movement.
 - Contact group reservations for schedule updates.
 - Visit the Museum. View the film on Maryland lynchings in the "Things Hold, Lines Connect" gallery. List the African Americans who were lynched in Maryland and some of the regions where the lynchings occurred.
1. The museum exhibit which features photographs, among other things, of families in Maryland is a specific tie-in that this lesson will have to the Reginald F. Lewis Museum of African American History and Culture. In addition, in the photographic display on sharecropping, there are pictures of destruction of African American property in the Maryland's Eastern Shore.
 2. Any exhibit that displays family and community in Maryland will have a tie-in with this lesson, because it shows the participation of African Americans in the civil rights struggle in Maryland.
 3. Students can submit an editorial to the *Afro-American Newspaper*.
 4. Students could go on a field trip to the *Afro-American Newspaper*.
 5. Students could complete an oral history project with someone who lived in Maryland at the time.

6. Students could take a field trip to Cambridge, Maryland, to see how the city is progressing today.

Student Resource Sheet 1

Civil Rights and Race Relations

Focus Questions

George Armwood Article by *Time*

- Even though George Armwood admitted to attacking the woman, do you think he would have received a fair trial?
- Why do you think there was never a thorough investigation of Armwood's death?
- What thoughts did you have as you read this article?
- Did this article make you think about the state of racial matters in Maryland today?
- What is currently happening in our communities today that resembles the situation in the *Time* article?
- What do you think the law enforcement agencies could have done to bring about justice?
- Did people in MD and the U.S. follow the guidelines of this new legislation?
- How did the race relations in the U.S. and MD change?
- Can you imagine what life would be like in MD and the U.S. if this important piece of legislation not had been passed?

Brainstorming activity questions

- Look over the list of events we documented and ask students if they think race relations have improved or not. Students should give specific reasons for their opinions.
- Ask students to recall current or past legislation that supports racial justice in Maryland or the U.S.

Student Resource Sheet 2

Civil Rights and Race Relations in Maryland

Who's Who

Who was George Armwood?

He was a 24-year-old Negro with a good-for-nothing reputation in his neighborhood. He was accused of raping an elderly white woman in Kingston, MD. He was taken to a jail in Somerset County where local people grew angry and hostile towards him and the 13 police troops that were guarding him. They broke into his jail cell, after overpowering the troops and beat Armwood to death. That year Armwood became the 21st person lynched in the United States.

The Maryland State Archives

<http://msa.maryland.gov/megafile/msa/speccol/sc3500/sc3520/013700/013750/html/13750bio.html>

Who is H. Rap Brown?

He was a participant in a demonstration march in Cambridge, Maryland. He was asked to march as a recommitment to the Civil Rights Movement in Cambridge, Maryland, after the lynching of George Armwood. H. Rap Brown gave a speech in Cambridge, Maryland, with the hopes of reigniting the Civil Rights Movement in that town. As he walked a girl home in a racially divided neighborhood in Cambridge, he was shot in the face. The governor of Maryland quickly ordered that H. Rap Brown be apprehended by police and charges were filed against him. He became one of the dominant voices in the Civil rights and Black Power Movements.

The Maryland State Archives

<http://msa.maryland.gov/megafile/msa/speccol/sc2200/sc2221/000012/000008/html/speech1.html>