**HUMANITIES CONNECTIONS TO LITERATURE**

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| **HUMANITIES CONNECTION ASSIGNMENT PART 2**Primary sources are the building blocks of history — original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events after the fact. Studying primary sources can give you a deeper understanding of the events. It is important to analyze each one to consider where the source came from, what part of the story it tells, and in what ways that sources might be useful in helping us understand what happened. Analyze the following primary sources related to events from *March: Book 1* by answering the questions below.  |

**Document 1: Greensboro Sit-In, February 1, 1960**



**Source Information:**

This is the only photograph taken of the beginning of the sit-in movement begun by Joseph McNeil, Franklin McCain, David Richmond and Jibreel Khazan who sat at the lunch counter in F.W. Woolworth store in Greensboro, NC. Though not the first sit-in to occur, it was the one that sparked the larger movement.

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| 1. **The above photograph was taken to be used as part of reporting in a newspaper. From just four young men on the first day, it spread to hundreds of people by February 4th. How may this photograph have played a role in the success of the movement?**
2. Civil Rights leader Julian Bond said, “The Civil Rights Movement for me began on February 4, 1960.” He recounted how he was sitting with a friend in Atlanta where Bond attended Morehouse College and he saw in the paper a headline that read “Greensboro students sit-in for third day.” Bond wondered aloud to his friend: “I wonder if anyone will do that here.” When his friend replied that he was sure someone would do it, Bond paused and responded: “Why don’t we make that ‘someone.’ us?”  **How do courageous actions lead to courageous acts of others?**
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**Document 2: NBC White Paper: Sit-In, December 20, 1960**

**Source Information:**

Shortly after the Greensboro, North Carolina, sit-in began on February 1, 1960, Nashville students, who had initiated “test sit-ins” in 1959, followed suit. Despite beatings, arrests, jailing of protesters, and a bombing, six stores agreed in May to desegregate their lunch counters. This is an excerpt from *NBC White Paper: Sit-In*, broadcast December 20, 1960, protesters,where protestors describe the experience.

[**Click here to view the film.**](https://www.loc.gov/exhibits/civil-rights-act/multimedia/nashville-sit-ins.html)

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| 1. **In what ways was the peaceful nature of the sit-ins effective? How would this be a challenge to continue in the face of attacks and arrests?**
2. **John Lewis was one of the main organizers of these sit-ins in Nashville. He is the man who speaks in the broadcast video at the 1:05 min mark. How does his words in this news clip foreshadow the work he’d do for the rest of his life?**
3. **Martin Luther King, Jr, called the Nashville movement “the best organized and most disciplined in the Southland. What evidence is there in the video that supports this claim?**
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**Document 3: Interview with Juanita Craft**

**Source Information:**

Juanita Craft was a civil rights leader and politician in Dallas, served on the Dallas City Council, and was the Membership Chair of the Dallas National Association of Colored People (NAACP). In 1944, she was the first African American woman to vote in Dallas. As Dallas Youth Council Leader, she protested the blacks-only policy on Negro day at the Texas State Fair. She helped enroll the first African American student at North Central State College (University of North Texas). She led the Youth Council in picketing lunch counters, restaurants, and public transportation to protest segregation. She also assisted Clarence Broadnax in the 28-day protest at the Piccadilly Cafeteria.

Below is an excerpt from an interview with Juanita Craft about her involvement in the Civil Rights movement. The interview was conducted by Michael L. Gillette on February 9, 1974 on behalf of *Humanities Texas*.

**Gillette:** Were you involved with the lunch counters?

**Craft:** Oh, Lord yes. Durham helped us figure it out. We picketed the state fair in the fall of 1955. We picketed the Melba Theater in the spring of 1955. We picketed the Majestic Theater beginning in 1955. Just all along every week we had a protest line. SMU students began to move in and help there, and we had a situation worked out by Mr. Durham that was really interesting. Because as long as they don’t put a sign up, “Negros not served here,” we had a right to go in there. What we would do in trying to purchase tickets, we formed a circle. The first youth would go up “One ticket, please”. “We can’t sell you a ticket.” “Thank you.” He’d walk right on back and get at the foot of line. Sometimes we had maybe a hundred kids just keep going there asking to [buy a] ticket. And the agent would say, “I’ve told you once we cannot sell you a ticket.” “Oh. I thought you’d changed your mind.” And go right on back.

The [sit-ins] at the dime stores and lunch counters, they were the most fascinating because those kids really worked. But there was no sign out saying you can’t go in. Why would you serve someone in one part of your store and then wouldn’t serve them in another part? We would always instruct the kids to go buy something that would have the wrapper or the paper bag. H.L. Green, for instance, that was one we gave the devil. They would buy something big so it could be easily seen, like maybe drawing paper or something that would be wrapped or in a big bag. Then, they’d go from there to the lunch counter and order a Coke

**Gillette:** And they wouldn’t be served?

**Craft:** No. But the law says the manager has a right to tell you why. So then the kid would ask to speak to the manager. Well, while that kid was- two, there was two together for witnesses- they’d be talking to the manager. There are two more coming in from outside with that big bunch of drawing paper or something similar, be headed to the lunch counter. Well he’d get rid of those two, here’s two more coming in. In the meantime, I had three or four telephones set up with kids talking over the phone. They would call, “May I speak to the manager please? Do you serve people of color?” We tried not to use, “Will you serve Negroes?” “Will you serve people of color?” And of course all he could say is “No.” We were taking his time

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| 1. **How did members of the movement expand beyond lunch counters in Dallas?**
2. **What is evidence from the interview that demonstrates that the student protestors involved were knowledgeable and well-thought in their actions or methods of protests?**
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Consider this excerpt from [the article](https://www.smithsonianmag.com/smithsonian-institution/lessons-worth-learning-moment-greensboro-four-sat-down-lunch-counter-180974087/), “The Moment When Four Students Sat Down to Take a Stand” published by the Smithsonian Magazine. After noting that the campaign did succeed in desegrating many public facilities, including that same first lunch counter on July 25, 1960, many noted that importance the movement had on changing the students themselves.

“[Diane] Nash maintains the biggest effect of this campaign was the change it produced in the activists themselves, who began to understand their own power and the power of nonviolent direct action. Segregation would not become illegal until the passage of the 1964 Civil Rights Act, but Nash said it ceased to exist in 1960 everywhere blacks decided that “we were not segregatable” any longer.” ...

“Sixty years later, the activists still believe nonviolent action is the key to a better future and that the future is in our hands. As Joe McNeil, now a retired Air Force Major General, said when interviewed in 2017...“I walked away with an attitude that if our country is screwed up, don’t give up. Unscrew it, but don’t give up. Which, in retrospect, is pretty good for a bunch of teenagers.”

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| 1. What larger lesson from the work or the activist can we apply to the world today? What about their ideas, beliefs, actions or work inspires you?
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