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Immigrant Group Resource Guide Narrative Overview: Africans

This resource guide focuses on the distinct forced migration experience of Africans. As early as 1619 Africans were sent to the English colony of Jamestown, Virginia as indentured servants. Paul Spickard, author of Almost All Aliens, writes that the European slave trade shipped at least 11.7 million people out of Africa. Almost immediately Africans lost their ethnic identity and became homogenous chattel. This trade in humans became part of what is known as the Middle Passage, creating the largest movement of people in World History.

Slavery was legalized in Massachusetts in 1641. As Spickard points out, other states soon followed. Each state passed their own laws to enforce the establishment of a permanent slave class inherently linking the concept of Black with slave. From that point on slaves resisted their servitude through various forms of rebellion. Examples of this in the South range from the Stono Rebellion in 1739 to Turner's successful rebellion in 1831. Rebellions led to fear among white slave owners which promoted stricter laws that eventually become Black Codes, restricting movement and basic human rights. In 1793 conditions worsened as a result of the invention of the cotton gin by Eli Whitney. Despite these "codes" and the increased need for slaves that the cotton gin created, Africans were able to find unity through means such as music and the creation of the African Methodist Episcopal Church by Richard Allen.

Music became an escape from the drudgery of picking cotton and the harsh lives slaves lived. Africans found comfort through spirituals and gospels. This early music evolved into the blues, jazz and later the Motown sound out of Detroit in the 1950s. The Harlem Renaissance which began in 1922 allowed for an artistic wave of Black writers and artists. This movement unified African Americans and allowed them to express their identity through creativity that had been buried through the oppression of Black Codes and Jim Crow laws. With the inventions of the radio and later the television, African Americans became more widely accepted in the common culture. For example, one of the most popular television shows of the 1980's was "The Cosby Show" which depicted a professional and successful African American family.

The reconstruction period after the Civil War brought vital change to how African Americans were perceived by the federal government. In the 13th, 14th, and 15th Amendments African Americans were given the status of citizen, which overturned the 1857 Dred Scott decision and males were now afforded the opportunity of the vote. Though at the federal level they were given the rights of citizens at the state level they were forced to live within a segregated society.

A turning point for African Americans was the Civil Rights Movement spurred by the Rosa Parks and the Montgomery Bus Boycott. This event led to

Martin Luther King, Jr.'s important role as a Civil Right leader. King was able to create a cohesive non-violent group, which became the backbone of the greater movement. Spickard discussed how the Civil Rights Movement and the Black power movement began to address the problems in Black communities. Later, advancement such as the creation of the 1972 Equal Opportunity Act would slowly bring about continued progress.

Key Questions

1. How did forced migration affect African American experience?
2. How did we come to define a single homogenous African American experience?
3. What role did the government, legislation and the courts play in shaping the African American's experience?

Timeline that reflect the answers:

1619	Twenty African indentured servants are brought to the English colony of Jamestown, Virginia. (1)
1641	Massachusetts was the first colony to legalize slavery. (1)
1739	September 1 st , Stono Rebellion occurred in South Carolina. (1)
1793	Eli Whitney invented the cotton gin. (1)
1794	Richard Allen founded the African Methodist Episcopal Church. (2)
1831-1861	Approximately 75,000 African Americans escaped to the North to find freedom with the help of the Underground Railroad. (1)
1857	The Dred Scott case, the Supreme Court decided that African Americans were not citizens. (3)
	<i>Reconstruction Amendments</i>
1865	Thirteenth Amendment, abolished slavery. (3)
1868	Fourteenth Amendment established citizenship for African Americans, over turns Dred Scott. (3)
1870	Fifteenth Amendment gave African Americans the right to vote. (3)
1865-1877	During Reconstruction African Americans are elected to public office at the local, state and federal level. This level of political representation will not be achieved again until after the Civil Rights Movement
1896	<i>Plessy v. Ferguson</i> , legalized Jim Crow, segregation laws (3)

1909	The formation of the NAACP utilized the court system to challenge segregation. (3)
1910-1920's	The Great Migration was the term used for the flow of Southern Blacks to the North for industrial jobs. Race riots erupted throughout the North. (1)
1922	The Harlem Renaissance, cultural and artistic wave of Black writers and artists centered in Harlem, New York coming to an end with the Great Depression. (2)
1930	Foundation of the Nation of Islam (2)
1954	<i>Brown v. the Board of Education</i> (3)
1955	Rosa Parks and the Montgomery Bus Boycott, which brought Martin Luther King, Jr. on the forefront as a leader of the Civil Rights Movement. (2)
1959	Motown Records was founded in Detroit, Michigan, which brought Black music into white culture. It also led to the creation of television shows, music and literature directed to an African American audience. (2)
1964-1965	Civil Rights Act and the Voting Rights Act (3)
1967	Thurgood Marshall was the first African American appointed to the United States Supreme Court
1968	Martin Luther King, Jr. was assassinated which caused riots in major urban areas. (2)
1972	Equal Opportunity Act was passed which would lay the groundwork for Affirmative Action. (3)
1984	The Cosby Show airs and runs for eight seasons. The show portrays an upper middle class African American family in which both parents are professionals and well educated. (2)

Activities for Learning

- Research the legal evolution of slavery in the colonies.
- Research 5 events related to a specific event on the timeline. Students should demonstrate the relationship between the events by creating a visual web.
- Study the Jim Crow Laws. Discuss with students the difference between de jure and de facto segregation.
- Have students create a music compilation for different periods in African American history. <http://amso.alexanderstreet.com/View/277101>
- Have students read the article 10 Most Dramatic Events in African American History. Students should write a summary of the event and discuss the relationship of the event in the construct of an African American identity.
- Students could write comparative essays in which they research the migration of another immigrant group (such as the Irish) to discuss similarities and differences of their American experience.

Annotated Bibliography

Appiah, Kwame Anthony, and Henry Louis Gates Jr, eds. *Africana The Encyclopedia of the African and African American Experience*. New York: Basic Civitas Books, 1999.

Professors Kwame Anthony Appiah is a professor at Princeton University, prior to that he was a professor of Afro-American Studies at Harvard University. Henry Louis Gates, Jr. is a professor at Harvard University and has dedicated a great deal of time researching African and African American histories. He also wrote and produced the PBS documentary "African American Lives" which explains the challenges of the genealogical research that African Americans face because of their forced migration. The *Africana* is an encyclopedia of Africa and African Americans. It is a great reference to find an easy explanation or description of a place or a person. At the end of each entry it also gives sources if more details are necessary.

Bennett, Lerone, Jr. "10 Most Dramatic Events in African American History." *Ebony*, February 1992.

The article highlights 10 significant events in African American history and identifies each event as a pivotal moment in the shaping of an African American consciousness. The author focused on the arrival of the first Blacks in 1619, the founding of the African American Episcopal Church, Nat Turner's War, the Abolition in 1865, the great debates between Booker T. Washington and W.E.B DuBois, the Great Migration, the Brown decision, the Montgomery Bus Boycott, the desegregation of Central High School and the assassination of Martin Luther King Jr. Each event is described succinctly and accurately. The historical summary is then followed by a discussion of the impact the event had on not only the contemporary African Americans but future generations as well.

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Cambridge: The Belknap Press, 1998.

Ira Berlin is a Professor of History at the University of Maryland, College Park. He has researched and written extensively on the history of slavery in the Atlantic World. His work is often cited in other works relating to the subject.

Berlin's work encompassed not only a discussion of the typical antebellum period but also an intensive discussion of the origins of slavery in colonial America. Throughout the book, the author emphasized the changing nature of the relationships between blacks and whites, slaves and masters and the institution with the law. The author's thesis was that the history of the slaves was made not only by what was done to them but also by what they did themselves.

Berlin utilized a number of primary sources and provided relevant historical examples throughout his book in order to support his ideas. In all, Berlin's work is very comprehensive in

scope and gives the reader a more complete understanding of the evolution of slavery in the colonial and antebellum periods.

Bonner, Philip. "'The Great Migration' and 'The Greatest Trek': Some Reflections."
Journal of Southern African Studies 30, no. 1 (March 2004): 87-114.
doi:10.1080/0305707042000223951 (accessed July 6, 2009).

This source is useful when studying the Great Migration in African American History. Philip Bonner is able to show the connection between the experiences of African American share croppers post WWI and Africans migrating to the United States during the 1930's and 1940's. The article draws upon the parallels between these two groups of people as they move to urban cities in the United States despite their different origins. Philip Bonner utilizes many notable scholars in his research to support his findings. He is also a professor of urban and labor history at the University of Witwatersrand in Johannesburg, South Africa. His experiences in South Africa as well as his in depth study of the subject make him a valuable source on the subject.

Burnside, Robothan. *Spirits of the Passage The Transatlantic Slave Trade In The Seventeenth Century*. New York: Simon & Shuster Editions, 1997.

Spirits of the Passage revolves around the slave ship named Henrietta Marie. The English vessel sunk off the coast of Florida in 1700 in a storm. Through the wreckage remains, the authors tell of forced migration and untold human cruelty and misery. The story is told through the Henrietta as it follows the triangular trade from England to Africa to the West Indies and the Americas. The authors use primary and secondary sources to convey to the reader the horrors of the slave trade. The wreckage was discovered by Mel Fisher in 1972 near Key West while seeking sunken Spanish Galleons. When the marine archaeologists found pewter bowls and an abundance of shackles, they realized the ship was a slaver. It is the oldest slave ship ever found and the only slave ship found in the Americas to date. At the end of the marine research project, the divers placed a memorial at the site of the wreckage in honor of the slaves who suffered on the slave ships. *Spirits of the Passage* focuses on the rise of the slave trade. The book is meant for a general audience and as a result it is highly readable and would be appropriate for high school age students. Chapters include England's commerce in slaves, the Africans along the Slave Coast, and the Middle Passage. The last chapter looks at the Americas and the maroon culture, Equiano, and Joseph Cinque and the case of the Amistad. The book fits the forced migration model explained in Paul Spickard's *Almost All Aliens*.

Litwack, Leon. *Trouble in Mind: Black Southerners in the Age of Jim Crow*. New York: Vintage Books, 1998.

The historian Leon Litwack tells the difficult story of the life of African Americans under Jim Crow laws. He does this by referencing primary sources which document a time in United States History in which injustices based on race were inflicted by the government at all levels. Leon Litwack created a thoroughly researched book that tells of the most repressive period in the history of African Americans in the United States. In 1958 Litwack received his Ph.D. from the University of

California and from there he taught at the Universities of Wisconsin, South Carolina, the University of California at Berkeley and Colorado College. Litwack received the Pulitzer for Been in the Storm So Long: The Aftermath of Slavery.

Spickard, Paul. *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity*. New York: Routledge, 2007.

Paul Spickard is a Professor of History at the University of California, Santa Barbara. Much of his previous work has focused on the immigration of Asian and Pacific Islanders to the United States as well as serving as the editor of *Race and the Nation: Ethnic Systems in the Modern World*. This book was written to tell the story of American migration that incorporated all immigrants. Spickard suggested that the previous models of immigration were too limited in focus. The Ellis Island story in conjunction with the Assimilation model of immigration only focused on the European immigrants who arrived during the Great Wave of Immigration. That story is incomplete, according to Spickard. It leaves out the immigrant experience of Asians, Africans and Hispanics, the traditionally non-White groups. Race and colonialism are at the center of this extensive study of American migration. Generations of immigrants have not assimilated but have actually formed five panethnic groups; White Americans, African Americans, Native Americans, Asian Americans and Latinos.

There is a substantial note section at the end of Spickard's work. Spickard supported his argument with extensive research from a variety of primary and secondary sources. For each chapter Spickard had over 100 citations; indicative of his efforts as a historian and his attention to detail. His resources were all relevant and the notes allow the reader to search for further resources on each of the specific immigrant groups discussed in his book.

Annotated Websites

American Memory. <http://memory.loc.gov/ammem/index.html>

The Library of Congress American Memory website provides 17 collections with regards to African American History. Each collection is a multimedia resource that includes images, manuscripts, legal documents, primary sources, articles and essays. Topics range from the establishment and legalization of slavery to African American sheet music to the African American experience with Major League Baseball. For each collection a timeline is provided as well as a section to help the reader access and understand the collection. One particular collection, entitled The Progress of a People, gives the researcher access to a number of pamphlets collected by Daniel A.P. Murray who set out to compile all the books, articles and essays written by African Americans primarily between 1875 and 1900. This collection is a grand illustration of African American literature and life during the post-reconstruction era.

American Song. <http://amso.alexanderstreet.com/> American Song. Alexander Street Press. 6 July 2009

The database contains 50,000 tracks of historic music allowing one to listen to music from America's past. The music represents every aspect of American culture with songs by and about everything from American Indians to cowboys. Whatever type of music you are looking for can be found on American Song. There is a particularly large collection of African American music including over 34,000 songs. Use either the browse or genre categories to locate extraordinary selection of music The genres include the following: folk, bluegrass, American Indian, Blues, Cajun Caribbean, Chamber, jazz, Latin, reggae, sacred, spoken word and sounds, rock and the list continues. American Song is easy to navigate and contains music that can be used to teach most units in American History. It is an excellent resource to use in the classroom, as people enjoy and relate to music.

Famous Trials- UMKC School of Law-Professor Douglas Linder.

<http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm> (accessed July 6, 2009).

The court system many times was a divisive force in African American history. Prejudice could be found in all levels of the law and in all corners of the United State. The website on famous trials, a work in progress for law Professor Douglas Linder, allows educators, and students to research a specific case. Specific cases that can be found on the site pertaining to African Americans are the Amistad Trial (1839-1840), the Scottsboro Boys Trials (1931-1937), the Mississippi Burning Trial (1935) and the O.J. Simpson Trial (1995). The link for each trial will allow students and teachers to view original essays, images and primary documents pertaining to the case. The website's credibility can be found in the fact that the creator of the site is a graduate of Stanford Law and is a professor at the University of Missouri-Kansas City School of Law. At UMKC Professor Linder teaches courses on constitutional law, amendment and communication law. The website that he has created and maintains has the largest collection of essays, images and primary documents pertaining to great trial in the United States.

The History of Jim Crow. <http://jimcrowhistory.org> (accessed July 6, 2009).

This easy to navigate site offers educators and students an opportunity to focus on the rise and fall of the Jim Crow laws in the southern United States from the 1870s through the 1950s. The website offers an amazing array of historical overviews, essays, images, primary source documents, maps and lesson plans for educators. In addition, links to various other useful websites (such as the PBS website for the Rise and Fall of Jim Crow series and relevant Supreme Court cases) are provided. Lesson plans can be accessed on a variety of topics including the beginnings of Jim Crow, African Americans and the World's Fair (1893 and 1939), and *Brown v. The Board of Education*. There is also an extensive selection of lesson plans that incorporate prominent African American literature including (but not limited to) selections from Alice Walker (*The Color Purple*), Lorraine Hansbury (*A Raisin in the Sun*), Toni Morrison (*Beloved*) and Ralph Ellison (*Invisible Man*). The website was developed in conjunction with PBS and sponsored by the New York Life Insurance Company.

National Public Radio. <http://discover.npr.org> (accessed July 6, 2009).

This website is useful to both educators and students as a research tool. It provides researchers the ability to gain information from both primary and secondary sources. Researchers are able to find information on African American History on subjects ranging from U.S. Supreme Court decisions to Malcolm X and the Nation of Islam. It provides the user with the ability to create a history of African Americans with the knowledge that the information is coming from a credible source as NPR is used by most libraries and educators. NPR gives users an in depth balanced view on all subjects that are explored.

New York Historical Society. Gilder Lehrman Institute of American History.
<http://www.gilderlehrman.org/>(accessed July 6, 2009).

The New York Historical Society and The Gilder Lehrman institute of American History provides an exceptional resource for educators, students, scholars and history buffs. The collection contains over 60,000 documents, including letters, pamphlets, manuscripts, diaries, and photographs from the 15th century to the present. The pull down entitled History by Era includes the following: The Founding Era, Slavery and Abolition, Civil War Era, Abraham Lincoln, Westward Expansion, Immigration, Early Twentieth Century, Great Depression and WWII, America 1945 to Present. For teachers there are history quizzes, curriculum modules, and an impressive selection of downloadable podcasts of lectures from historians such as James McPherson, Joseph Ellis, Jill Lepore, Henry Louis Gates, Jr., Sean Wilentz, and Doris Kerns Goodwin. Of Particular interest to students in the Immigration and American Identity course are History Now articles in their online journal such as *The Columbian Exchange*, *Why Immigration matters*, *African Immigration to Colonial America*, *Ellis Island and New York City*, and *From Citizen to Enemy: Japanese Internment*. There are interactive pages where one can research important immigrant cases such as *United States v. Wong kim*, *Ozawa v. United States*, and *Korematsu v. United States*. The reader examines the case, the counsel, the judge, the plaintiff's claim, the government's claim, the ruling, its significance, and a link to a full summary of the case. The Historian's Perspective provides articles from history professors such as Mary Beth Norton's *The Years of Magical Thinking: Explaining the Salem Witchcraft Crisis*. For

students, there is high school essay contest, and a college scholars program. The site is easy to navigate and a great tool for educators and students alike.

Public Broadcasting Service. <http://pbs.org> (accessed July 6, 2009).

This website is an easy to navigate site that enables both educators and students the opportunity to explore various issues dealing with African American History. This particular cite is credible in that it is well-known and utilized in most schools and libraries and is supported by the national broadcasting service. It is a long standing network as it was established in 1969. This website gives researchers access to information on Africans in America, Jim Crow Cases and Supreme Court decisions relating to African American history. This website is invaluable in that it includes both primary and secondary sources useful to the classroom.

Toonari Corp. Black American History, a History of Black People in the United States. <http://Africanaonline.com> (accessed July 6, 2009).

This website was created by the Toonari Corporation to provide educators, students and prominent newspapers with resources on the history of Black America. Key topics include Africa, Slavery, Civil Rights, Social Activists, Sports and Poetry. The site offers a timeline that highlights and expands upon major events related to the previously mentioned topics. Links are provided under each of the events so that those researching have options for further review. There are general historical overviews of the main topics as well as in depth articles on specific events in African American history.

Brown v. Board of Education Topeka. No. 347 U.S. 483. Supreme Ct. 17 May

1954. Justia US Supreme Court Center. 6 July 2009. 6 July 2009

<<http://supreme.justia.com/us/347/483/case.html>>.

The case of Brown v. Board of Education 1954 is a significant landmark case. It challenged and overturned the legal basis for separate but equal facilities in schools and public buildings decided in the Plessy v. Ferguson case. The case was a collaboration of five separate cases from the states of Kansas, South Carolina, Virginia, Washington D.C., and Delaware brought together to obtain the same legal remedy, desegregated facilities under the equal protection of the 14th amendment. The case was initiated by Charles Hamilton Houston, dean of Howard Law School. Upon his death the case was taken by Houston's former student Thurgood Marshall. The NAACP provided the backing and legal team to argue the case. The case set in motion the civil rights movement of the 1950s and 1960s. Spickard refers to two efforts to discredit the Brown Decision. Carelton Coon, a Harvard anthropologist, hoped to reverse Brown by linking race and intelligence through his International Society for the Advancement of Ethnology and Eugenics. p.272 A second effort was by Southern legislators who claimed the court exercised too much power and would continue segregation and "the Southern way of life."p.335. The full text of the case can be found at <http://supreme.justia.com/.../html> With the second Brown decision, what immediate impact did the ruling of "all deliberate speed" have on public facilities?

Clayton, Andrew, Elisabeth Israels Perry, Linda Reed, and Allan M. Winkler. *Prentice Hall America: Pathways to the Present*. Needham: Pearson Prentice Hall, 2005.

This source is the textbook used for the teaching of United States History from Colonialism to present day at Chelmsford High School. Within the text the United States Constitution can be found on pages 174-195. The Reconstruction Amendments, the Thirteenth of 1865, Fourteenth of 1868 and Fifteenth of 1870; abolished slavery, established African Americans as citizens and granted African American males the right to vote respectively, are necessary primary sources when teaching the immigration and migration experience of African Americans in the United States. Paul Spickard, author of *Almost All Aliens*, stated that initially following the Civil War the lives of Black Americans did not change greatly, but the change that did occur was a critical one. African Americans received formal citizenship and were recognized as a legal person. A question for students to consider would be how did the Thirteenth, Fourteenth and Fifteenth Amendments change how the United States government perceived African Americans.

Douglass, Frederick. "What to a Slave is the 4th of July." Freeman Institute.
<http://freemaninstitute.com/.htm> (accessed July 6, 2009).

This speech was given by Frederick Douglass on July 5, 1852 in Rochester, NY. Douglass was born a slave in February 1818 in Maryland, but managed to escape the bondage of slavery in September 1838. This speech was written during the 1850's which was a time of increased tension concerning the issue of slavery. While the legality of slavery was tightening, Douglass provides his audience with an argument dealing with the hypocrisy of a nation celebrating freedom while so many African Americans were still slaves. This speech shows how Blacks were not part of the assimilation model described by Paul Spickard. A question for students to consider when reading this speech would be why Frederick Douglas would have been chosen to speak on a date that symbolized the democracy of our nation, yet African Americans had been ignored by this very subject.

Hanover Historical Text Project. <http://history.hanover.edu/project.html>

Olaudah Equiano was a young boy when he was kidnapped from his village and taken away to be traded as a slave in the New World. His autobiography, or perhaps more accurately, his memoir, recounts his experience from his boyhood in African to his enslavement to his eventual freedom. His story, originally printed in 1789, became a tool of the abolitionist movement in Great Britain and eventually, in the United States. Although the validity of portions of Equiano's story have been questioned, he no doubt understood the experience of Africans who were forcibly taken from their homelands and endured the painful and often deadly middle passage.

The excerpt from Chapter 2 of Equiano's autobiography (pages 71-84) vividly described the conditions of the slave ship and the middle passage. Slaves were treated as cattle or worse as they were forced to remain in cramped quarters, often shackled and always watched. Food, water and even sunlight were used as tools by the enslavers to keep the Africans in line until they could bring their cargo to the slave auctions in the West Indies and the United States. The author's story is indicative of the distinct nature of the African migrant experience in America. While other groups chose to escape poverty and persecution by fleeing to the United States, the Africans were taken by force to fuel the demand for slave labor for a developing economy.

While reading Equiano's account of the middle passage, students should think about how the African's trip to the United States began to shape their concept of America.

Hughes, Langston. "I, Too, Sing America." poets.org. <http://www.poets.org/viewmedia.php/prmMID/15615> (accessed July 6, 2009).

As a primary source the poem "I, Too, Sing America" by Langston Hughes would work wonderfully in a classroom at the middle and high school levels. Hughes was born in 1902 in Mississippi under the Jim Crow laws and became a vital member of the Harlem Renaissance of the 1920's. The poem "I, Too" represented the ideas of an African American who wanted to assimilate to American society but was not accepted and was forced to live on the fringe of American society. This poem reflects the argument made by Paul Spickard in Almost All Aliens that African American were forced to remain on the fringes of American society even after Reconstruction and in some areas of the country during and after the Civil Rights Movement. When looking at the poem students should ponder what life experiences would have caused the author to write such a poem and were those experiences the norm for African Americans at that time.

“Plessy V. Ferguson, 163 U. S. 537 (1896).” Justia US Supreme Court Center.
<http://justia.com/////html> (accessed July 6, 2009).

Plessy v. Ferguson 1896 Supreme Court Case. In 1890, Louisiana passed a segregation law that required Whites and Blacks to sit in separate train cars. Passengers who sat in the wrong car could be fined \$25 or spend time in jail. Homer Plessy, 1/8th Black, challenged the 1890 “Separate Car Act” in Louisiana. According to the “one drop rule” Plessy had to sit in the Black car. He intentionally challenged the segregated car rule and arranged to be arrested. Eight Justices decided the case in favor of separate but equal with the majority opinion written by Justice Billings. Justice Harlan was the lone dissenter who stated the Constitution was color blind. The Plessy case came at a point in history when the gains made during Reconstruction had virtually disappeared throughout the South. The opponents of the “Separate Car Act” saw the segregation law as direct threat to their freedom, in addition to a challenge to the 13th and 14th amendments. The 8 to 1 majority decision was a huge blow to the gains made during Reconstruction. The question argued by the plaintiffs was it is impossible to be separate and equal? Spickard states that with the ruling, Blacks in the South never had an opportunity to move beyond slavery. Tenant farming, sharecropping, Ku Klux Klan terrorism, literacy tests and poll taxes all inhibited progress while White hegemony in the South once again emerged with a Supreme Court decision enabling Jim Crow legislation. Create scenarios that explore the heart of the case, is it possible to be separate and equal?

X, Malcolm. “After the Bombing.” Malcolm-X.org. http://malcom-x.org//spc_021465.htm (accessed July 6, 2009).

This is an excerpt from a speech given by Malcolm X, February 15, 1965. Malcolm Little was born in Nebraska May 19, 1925. After a youth riddled by crime, he finds inspiration in the words of Elijah Muhammad and converts to the Nation of Islam in 1947 and receives the “X” by the Nation of Islam in 1952. This speech discusses the African Revolution and its greater impact on the world. He discusses the problem of racism around the world as well as the assimilation that Paul Spickard discusses in *Almost All Aliens*. While reading this excerpt students should consider the development of Malcolm X’s beliefs and how his experiences shaped these beliefs.

As the reporter of the immigrant group Africans, group members: Kathryn LaFlamme, Stephanie Quinn, Kathryn Sullivan, and Janet Veves all participated fully in the project.