

Greensboro Historical Teaching Alliance: Project Purpose, Goal, Team Members

The Greensboro Historical Teaching Alliance is made up of a group of educators, organizers and survivors of the November 3, 1979 Greensboro Massacre. We began meeting in January 2018 to address an unmet recommendation by the Greensboro Truth and Reconciliation Report (TRCR) (May 2006). The recommendation states that students in the Guilford County Schools should learn about this historic event as part of their education. At that initial meeting, this group decided that it was time to write a unit of study about this topic that could be taught to middle and high school students. Following this meeting, a smaller group committed to work on this project. They met for the first four months and established the framework for the unit and determined that the community truth for the unit would be based on the information and findings of the Greensboro Truth and Reconciliation Commission Report.

Purpose of Unit: To bring awareness of the historical events surrounding the November 3, 1979 Greensboro Massacre to 8th grade students and above. The unit provides information on how the Truth and Reconciliation Process was created and why there was a need for it. This is a historical event that happened in Greensboro and many of the residents are unaware of it. We discuss the impact this had on the city, nation, and the world.

Goal of Unit: To empower students with tools to shape their world through actions: truth telling, the process of reconciliation, and societal transformation.

Pilot of Unit: The unit was piloted with an 8th grade Social Studies class and high school African American Studies class. The feedback from the teachers was incorporated into the final version of the unit.

Curriculum Development Team: The team met regularly from Jan 2018- 2022 to complete this unit. Members joined at different times and brought the skills and resources necessary to write and critique the lessons, create and find the supplemental materials, find teachers to pilot the unit and promote it with webinars at the Greensboro History Museum.

Members:

Marcia Foutch, MA: project coordinator for GHTA , retired teacher, community activist/organizer

Marcus Blackwell, MALS, MS: educator, administrator, community activist/organizer

Rodney Dawson, Ed.S, M.Ed: historian, producer, documentarian, veteran

Signe Waller Foxworth, PhD : massacre survivor, scholar, author (Love and Revolution) community activist/organizer

Alex Goldstein, MSW: massacre survivor, former social worker, artist/performer

Sabrina Peacock, M.Ed: National Board Certified Teacher, teacher Guilford County Schools

Erica Wrencher, PhD : former public school teacher, cultural youth organizer

Consultants: We did this work in consultation with the Reverend Nelson Johnson and Mrs. Joyce Johnson, Co- Executive Directors of the Beloved Community Center. The Johnsons are both survivors of the Nov. 3, 1979 massacre. They advised the working team on content and provided the historical context and detailed information about the Truth and Reconciliation process and report. There are lessons that feature videos of the Johnsons speaking.

Community Advisory Group: This group grew out of the initial meeting that took place in January of 2018. Members of the community advisory group initially helped to develop the framework of the unit and then met annually with the curriculum development team. At the annual meetings the advisory group reviewed the unit, provided feedback and made recommendations for the following year.

Members:

Reverend Nelson Johnson, massacre survivor, Co-Executive Director Beloved Community Center, Founding Pastor Emeritus Faith Community Church, Greensboro

Dr. Spoma Jovanovic, Professor Emerita, University of North Carolina--Greensboro (UNCG), author (*Democracy, Dialogue, and Community Action: Truth and Reconciliation in Greensboro*)

Lewis Pitts, retired Civil Rights Attorney, involved with the civil suit filed by the 1979 massacre survivors

Dr. Jeremy Rinker, Associate Professor and Co-Chair, Department of Peace and Conflict Studies, UNCG

Dr. Rosemarie Vardell, retired professor North Carolina Agricultural and Technical University, activist/teacher advocate

We pass this unit of study on to you in loving memory of our friends and teammates, Signe Waller Foxworth and Alex Goldstein. They were both survivors of the Greensboro Massacre and worked tirelessly with us to maintain that the truth be told about what happened on November 3, 1979. May their beautiful spirits be with you as you teach your students about what happened that day and the work that the survivors did to heal the community.

It is our hope that this unit will be a catalyst for your students to learn how to work for the change we so desperately need at this time in history.

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Overview: Greensboro Massacre and TRCR Process (Truth and Reconciliation Commission Report) Unit
Created by Greensboro Historical Teaching Alliance

The unit captures the essence of the November 3rd Massacre, brings awareness of the events leading up to November 3, 1979, the event itself, and the aftermath. It engages participants in understanding themselves, recognizing the actions and attitudes of the members of the community, and connects to events of today. The unit consists of 10 lessons designed for 8th graders and beyond. The Greensboro Massacre and TRC Unit addresses standards for 8th grade social studies (as well as high school American History and African American Studies). To learn more about the event and how it applies to what is happening in our world today, please engage in these eye-opening lessons.

The lessons can bring up a variety of emotions and questions that are not easy to answer. To assist with that, the beginning lessons help prepare students as the lessons increase in intensity with the content. Students begin by looking at their own **identities**, then to **values** that determine how one relates to others, and lastly outward to the **community** at large. Next, they begin to examine the actual event of November 3, 1979. The second half of the unit focuses on the historical context of 1979, restorative justice, the Greensboro Truth and Reconciliation process, the apology the City of Greensboro issued in 2020, and the recommendations made by the Greensboro Truth and Reconciliation Commission Report.

Lesson 1: Identity “Who Am I”

Essential questions: Who am I? What is my identity?

Students create identity boxes about themselves, how they see themselves and how they think they are perceived by others. They will share who they look up to and why. Students discuss important events and how they have impacted their lives.

Lesson 2: Values of Characters in Film and TV

Essential questions: What are your values and why are they important to you? How can values guide the decisions that you make?

Students will define, identify, and describe personal values and discuss them as a group after completing the value assessment worksheets. They will debate character traits of popular characters in film and TV and how they determine character traits.

Lesson 3: November 3 Greensboro Massacre

Essential question: What was the November 3 Greensboro Massacre and what was the impact on the community?

The lesson uses various video footage of the actual massacre which is up to teacher discretion to show as well as an article in Teen Vogue about Signe Waller Foxworth (survivor). Both recount what happened on Nov. 3, 1979. Students relate the Greensboro Massacre to current events.

Lesson 4: Contemporary Engagement with the November 3, 1979 Greensboro Massacre

Essential questions: How do we see the Greensboro massacre effects on today's Greensboro community? Why is it important to remember and talk about the Greensboro massacre?

The lesson uses the recent Documentary: *The Greensboro Massacre 40 Years Later* with guided questions to bring students up to date.

Lesson 5: Recognizing the Greensboro Massacre of November 3, 1979

Essential question: How did the City of Greensboro recognize the November 3, 1979 Greensboro massacre?

The lesson uses portions of a letter written to the Greensboro City Council dated October 17, 2017 by four survivors living in Greensboro. Students analyze the letter to gain an understanding of the causes of the Greensboro massacre and what must be done for the city to heal. Students look at similar events including Charlottesville, VA (2017).

Lesson 6: Historical Context of November 3, 1979

Essential questions: How did events prior to November 3, 1979 impact the massacre?

This lesson uses a video of Rev. Nelson Johnson (survivor) explaining the historical context of 1979. Students will discuss impacts of the massacre, the impact on the movement in 1979, and how it relates to current events in the nation.

Lesson 7: Truth and Reconciliation (TRC) Process for Nov. 3 Greensboro Massacre

Essential questions: What are the positive effects of the TRC process? What areas do you think need to use a truth and reconciliation process now and why?

The lesson uses a video of Joyce Johnson (survivor) explaining the Truth and Reconciliation process and a video of the findings from the final report of the Truth and Reconciliation Commission Report for teacher review. Students explore the concept of “false narratives” and discuss the TRC process and findings. They will answer questions based on the TRC process and findings.

Lesson 8: Restorative Justice, Truth and Healing

Essential question: What does it mean to speak truth to power?

The lesson looks at personal statements from the Greensboro Truth and Reconciliation Commission Report made by people involved in the massacre. It asks students to relate and reflect on the statements made, talk about their own personal truths, and what it means for someone to be courageous enough to speak truth to the injustices we experience.

Lesson 9: General Recommendations

Essential question: What is necessary for reconciliation to occur?

The lesson addresses the eight general recommendations made by the Greensboro Truth and Reconciliation Commission Report. It also looks at what has been accomplished in the last 40 years regarding these eight recommendations. Students will design a project to address a recommendation. Students will address the following questions regarding the recommendations:

What if we do nothing? What could we do if we had all the resources in the world?

What can we do with what we have now?

Lesson 10: Paideia Seminar: The Apology

Essential question: What are the implications of the City Council's apology for the City of Greensboro and its community?

The lesson looks at the City Apology that was issued by the Greensboro City Council on October 6, 2020 as well as the organizing work that led up to the apology for the events that took place on Nov. 3, 1979. There is video footage of the City Council meeting which includes information from Rev. Gregory Headen about how the community worked to get the apology more than 40 years later.

Lesson 1: Who am I?

(Portions of this lesson taken from Facing History and Facing Ourselves Curriculum)

Standard: 8.H.2.5 Analyze the relationship between historical context and decision-making.

Essential Question:

Who am I? What is my identity? (Ask these questions throughout)

Materials:

Bell Ringer Activity Materials:

- Construction Paper (2 each)
- Markers

Identity Box/Page Materials:

- OPTIONAL*: Students can bring in 3-4 photos of important people in their lives.
- Paper (Large paper/construction paper)
- Pencil (Permanent Markers)
- Paper Bag /tissue box

- Strips of paper
- Glue sticks
- Permanent markers

Orientation Day Materials:

- Reproducible “Orientation Day” (from Facing History and Facing Ourselves Choices in Little Rock Curriculum)

- Reproducible Questions for Orientation Day

- Designate a place in the classroom to keep the identity bags or boxes (they will be used for later lessons as well)

BACKGROUND: (this will be read or written on the board for students to read)

“Who are you” at one time or another. In answering, we define ourselves. Our identity includes the labels people place on us, as well as how we describe ourselves. Identity can include one’s gender, ethnicity, religion, occupation, physical characteristics, and where we live. Your identity is something that is emerging and can change throughout your lifetime.

Lesson:

1) Bell Ringer and Activating Strategy

- a) **“I am...I am not”**
 - i) Give the students 2 pieces of construction paper.

- (1) Ask the question:
 - (a) Who are you? Have them state who they are by starting their statement with, “I am...”
- (2) Have them complete page 2 with the leading statement:
 - (a) “I am not...”
- (3) After completing the two pages, move to the next step of showing the videos: “I am...I am not...Teen’s Identity” and “Meghan Markle Speaks about her Race-No Voice”

2) Show the following videos and ask the following questions for discussion:

- 1) “I am...I am not...Teens’ Identity”
<https://www.youtube.com/watch?v=lpO27mNYMIc>
 - a. Conversation Starters:
 - i. How did you relate to the teens in the video?
 - ii. What questions do you have about your identity or the identity of others in the video?
 - iii. How is one’s identity important today?
- 2) “Meghan Markle Speaks about her Race-No Voice”
<https://www.youtube.com/watch?v=m-3E8FdP3pI>
 - a. Conversation Starters:
 - i. When you were asked, who are you or what is your identity, how did it make you feel?
 - ii. Due to your physical characteristics, what are some assumptions (a guess) people have made of you?
 - iii. Do you feel like you can make your own box or do you feel like one was already made for you?

Allow students to respond without further discussion. If they have questions, write the questions down for later discussion.

Teacher directed (20 min) “Orientation Day:”

Class will read “**Orientation Day**” on their own and answer the questions individually and then class will go over questions together:

- 1) As the students read, remind them or post on board the following:
 - a. Underline the words and phrases that Jennifer uses to describe herself.

- b. Based on her description of herself, what words or phrases would you use to describe Jennifer?
- c. What experiences does Jennifer identify as important to who she is and how she sees herself? Which of those experiences do you think has had the greatest impact on her identity?

Guided/Independent (20): Students will create an identity box. Students will write words on slips of paper that others use to describe them and glue on the outside of the box (this can be a description of yourself or what people see or assume about you).

Inside the box, this is where students will place pictures of people (or slips of paper with the names of the people) that are important in their lives and slips of paper with brief descriptions of events that have shaped who they are (or mementos of those experiences).

Tell students to be sure to explain the significance of each item by telling how it helped to influence their identity. They can also write descriptions of what they know to be true about themselves. Students will share one of two items from inside and outside of their identity boxes.

**Students could also create “Identity Pages” where they would draw a picture in the middle that relates to them and write the specific words on the remaining blank spaces of the paper. Students will still describe their words the same way listed in the “Identity Box” descriptions.*

Conclusion: Teacher will ask students to answer the following question by writing or drawing (poem, paragraph, picture, etc.):

What experiences are important to who you are and how you see yourself? Which of those experiences has had the greatest impact on your life? Why do you think it /they impacted you so much?

To further discussion: Programs or teachers could have field trip opportunities to Beloved Community Center and to the Civil Rights Museum.

Lesson 2: Values of Characters in Film and Television

BACKGROUND: In Lesson 1, we discussed the concept of identity. We talked about identity and answered the question, “Who am I and what has influenced my identity.” Our values are also a part of who we are as individuals, as are the experiences that have shaped our lives. Our values are important in understanding how we view the world and make choices in life. Values are principles or standards that we judge to be important in our life.

Vocabulary:

Values: The principles or standards that we judge to be important in our life.

Analyzation: To separate (a material or abstract entity) into essential parts or elements.

Identity: The condition of being oneself or itself, and not another

Standard: 8.H.2.5 Analyze the relationship between historical context and decision-making.

Essential Question(s):

What are your values and why are they important to you?

How can your values guide the decisions you make?

Materials:

-Values Assessment Worksheet (The 4th section of this worksheet is to be completed with Lesson 3 of this unit).

-Values of Characters in Film and Television PowerPoint (add or remove characters to fit your classroom environment)

-Graphic Organizer: General Note taker or Thought Web (teachers can use these or have verbal conversations)

-2 Notecards (One card that states, “Defender” and “Recognizer”)

-Small paper cutouts (Pieces of paper with either #1 or #2 listed, should be an equal split for class)

Lesson:

- I. **Opening Experience:** The students will define, identify, and describe personal values and discuss them as a group after completing the value assessment worksheets.
- II. **Activating Strategy:** Debate Preparation-The teacher will split the class into two different groups, group 1 and group 2. The teacher will then give the group a random card “Defender” or “Recognizer”. (continue asking students to identify someone’s values and understanding their why’s)

- a. Each student will have a general note taker document to record their information in the group conversation.
 - b. Each group will have turns being the “Defending” group or “Recognizer” group, but only one group will present as the character at a time.
 - c. The group defending will choose a leader for each character shown, and that person will introduce themselves to the entire class as the character shown on the screen (each student should have a chance being a defender and/or a recognizer).
 - d. In the “Defenders” group, the group members will discuss the values the character has and in turn will “coach” the leading group member in defending who they are and why they are the way they are.
 - e. The opposite team will take on the role of the “Recognizers” and they will ask open-ended questions to the “Defender” to get a deeper understanding of the “Why’s” of the character. Questions should lead with, “Who, What, Where, Why, and How.” The recognizers will also “coach” the leading group member to conduct questioning.
- III. **Teacher directed (During or After debate for each character):** Emphasize the concept of values, for the recognizers card) Teacher: Simplify these questions and guide discussion)
- 1) How did the values of these characters have a positive or negative impact on their lives throughout the film or television show/series?
 - 2) What are their character traits?
 - 3) How did the film or television support the character?
 - 4) What were the societal concerns for the characters (the injustices)?
 - 5) If applicable, what are some support systems that could have changed the life of the characters?

Conclusion:

Who is your favorite character? Why?

Lesson 3: The November 3rd Greensboro Massacre

Vocabulary: rally, Klan, communist, caravan, protestors, anti-Klan, Nazi, party, textile mills, commissioners, remorse, convictions, rhetoric, informant, liable, supremacist, memoir, labor unions

Standard: 8H.2: Understand the ways in which conflict, compromise and negotiations have shaped North Carolina and the United States. **8:H2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four and the participants of the Wilmington Race Riots 1898) influenced the outcome of key conflicts in North Carolina and the United States.**

Essential Question:

What was the November 3rd Greensboro massacre and what was the impact of it on the community?

Materials:

Overview of the Greensboro Massacre

Vocab with Meanings in Glossary

Walking Tour PowerPoint with Document

General Note taker document

Video Links:

“Surviving a Massacre” <https://youtu.be/E3UcFQv57SI>

*This video has a graphic portion- please view before you show it to students to determine if it is appropriate for your class.

“The Greensboro Massacre of 1979, Explained (Article from Teen Vogue):”

<https://www.teenvogue.com/story/the-greensboro-massacre-of-1979-explained>

I. Opening Experience:

Teacher directed: Teacher reads the overview to introduce the study of November 3rd Greensboro Massacre. Tell students that they will learn about the GSO Massacre and then discuss the impact on the community. (5 minutes)

Shared: Teacher will put up vocabulary and students will use choral reading to read the vocabulary. (20 minutes)

Teacher will give students the list of vocabulary words with meanings for this lesson. Students will be placed in groups of 4 to read and discuss the vocabulary. They are to highlight words or phrases that are significant to them in the meanings. (Teacher can discuss the negative/positive connotations of the words with students through discussion). After 15 minutes, students will come back together to share what was discussed in their groups.

or

Each student can be given one slip of paper with one definition, and read it aloud when called upon by the teacher.

II. Activating Strategy (5 minutes)

Teacher Directed: The teacher will introduce the students to key figures from the Workers Viewpoint Organization, who unfortunately died on November 3rd, by using the PowerPoint “**The Walking Tour from the Greensboro Massacre of November 3rd, 1979.**”

After introducing the students to these key figures, the teacher can show this video dedicated to the Greensboro Massacre.

*Less Graphic with Commentary “Surviving a Massacre”
<https://youtu.be/E3UcFQv57SI>

Please use discretion in choosing to show this video.

III. Debriefing Discussion: In this moment, the teacher should allow students to process what they’ve seen by asking to them to:

- “Tell me what words come to mind when you think about what you just saw.”
 - The teacher should write each word on the bulletin board and ask for definitions from the class about what they mean. The board should possibly look like a web of words.
- This should also be an opportunity for students to just express their overall feelings about the November 3rd Massacre.
- If students don’t feel comfortable with asking questions aloud, they can write them down and place them in a box for the next day of questioning and comments.

Guided /Independent: Students will be given the article and a note-taking graphic organizer. (20 minutes). They will read the article popcorn style and list ideas, phrases or questions they have from the article and the information will be discussed in Lesson 5 (if applicable).

Closing:

Teacher will ask, how is the Greensboro Massacre reminiscent of our current society?

Lesson 4: Contemporary Engagement with the November 3rd 1979 Greensboro Massacre

Vocabulary in review: rally, Klan, communist, caravan, protestors, anti-Klan, Nazi, party, textile mills, commissioners, remorse, convictions, rhetoric, informant, liable, supremacist, memoir, labor unions

New Vocabulary: criminal lawsuit case vs civil lawsuit case, provocateur, legacy, reconciliation

Standard: 8H.2: Understand the ways in which conflict, compromise and negotiations have shaped North Carolina and the United States. 8:H2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four and the participants of the Wilmington Race Riots 1898) influenced the outcome of key conflicts in North Carolina and the United States.

Essential Questions:

How do we see the Greensboro massacre effects on today's Greensboro community? Why is it important to remember and talk about the Greensboro massacre?

Materials:

Documentary: The Greensboro Massacre: 40 Years Later:

<https://vimeo.com/465593736>

Documentary Guided Questions Sheet

Lesson:

Opening Experience:

Teacher directed: Teacher will ask for a one word check-in saying, "We're going to go around and everyone say one word that is related to what we learned yesterday about the Greensboro Massacre."

Shared: Students go around the room and share one word that they recall from yesterday's lesson. (Teacher can refer to yesterday's vocabulary list for help).

New Vocabulary: Students will work with a partner and look up the meanings of the new vocabulary words. Teacher will ask for report of definitions and post them for class to see while they view the documentary.

Activating Strategy (5 minutes)

Teacher Directed: Teacher will tell the students that today we will view the latest documentary about the Greensboro Massacre entitled: "Greensboro Massacre: 40 Years Later" and answer guided questions. Teacher will give the students the guided questions sheet for the documentary.

Guided /Independent:

- Students will view the documentary and complete the guided questions while watching.
**Teacher is encouraged to view film in advance and be ready to pause the film to allow students to answer questions. **
- One article states that "Today, for locals who know about it, the Greensboro Massacre is a polarizing issue."

Closing:

Create. Write a paragraph, poem, or draw a picture about how you think the Greensboro Massacre impacted the community. **This may take additional time on the following day.**

Source--The Greensboro Massacre of 1979, Explained (Article from Teen Vogue):]

Lesson 5: Recognizing the Greensboro Massacre of November 3rd, 1979

Vocabulary:

Standard: 8H.2: Understand the ways in which conflict, compromise and negotiations have shaped North Carolina and the United States.

Essential Question:

How did the city of Greensboro, North Carolina, recognize the November 3rd, 1979, Greensboro Massacre?

Materials:

- Discussion Questions for Recognizing the Greensboro Massacre
- Partial Contents of a Letter from Four Survivors of the 1979 Greensboro Massacre Currently Residing in Greensboro to the City Council of Greensboro
- Final Letter to the City of Greensboro regarding apology for Greensboro Massacre
- Group File Folders (separates the letter into 5 groups for group work activity)
- Graphic Organizer for student: Notes Topic or Thought Web

I. Opening Experience:

Teacher Directed: The teacher will introduce the students to the “Partial Contents of a Letter from Four Survivors of the 1979 Greensboro Massacre Currently Residing in Greensboro to the City Council of Greensboro.” During this introduction, the teacher can either read this letter or have students take turns reading this aloud.

II. Activating Strategy:

Teacher Directed: The teacher will split the class into 5 groups. If there is not enough students for 5 groups, the teacher can give a group 2 folders.

The students will each be given a folder, and in that folder will be information pertaining to the bulleted points that were mentioned in the “Partial Contents...” document.

After the groups have read their folder, the teacher will ask discussion questions assigned to this lesson.

III. Content Questions:

1. What did the police know prior to November 3, 1979 that they did not share with the public?
2. Should what they knew have informed their plans for protecting the November 3rd anti-Klan rally and parade? Explain your reasoning.
3. Were the police actions before, during and after November 3rd merely mistakes to be attributed to “a few bad apples” or “rogue police officers” or is the entire Police

Department to be held responsible? Explain your reasoning.

4. What levels of law enforcement and government agencies are responsible for the Greensboro Massacre?

The survivors' letter cites the Greensboro Truth and Reconciliation Commission (GTRC) Executive Summary report of May 2006, which states that "the majority of commissioners find the single most important element that contributed to the violent outcome of the confrontation was the absence of police." Would you agree or disagree? Explain your reasoning.

Closing Activity:

Ask the question: What's next? How do we grow from what we've experienced from this lesson?

Has this occurred anywhere else? Recently?

After asking the questions above, watch the following video. Please review the video before showing.

White nationalist rally turns violent in Charlottesville, VA (August 2017)

<https://youtu.be/IuI5kfSFAJc>

Ask the questions to guide discussion:

1. What are similarities between the Greensboro Massacre in 1979 and Charlottesville in 2017?
2. What strategies have been used to help survivors and communities heal from these traumatic experiences?

****The letter is based on the following information:**

1. Police report
2. Investigative reporters who interviewed people
3. 3 trials and sworn depositions from the trials.

Lesson 6: Historical Context of November 3rd, 1979

Vocabulary: false narrative, reframing

Standard: 8H.2: Understand the ways in which conflict, compromise and negotiations have shaped North Carolina and the United States.

Essential Question: How did the events prior to the November 3rd impact the massacre?

Materials:

- Statements for 2 Truths and a Lie
- Content Questions Below
- Link to the Video clip of the Historical Context of the Massacre

<https://www.youtube.com/watch?v=CqxLZPMqFpo>

- Graphic Organizer for Notetaking

I. Opening Experience:

Teacher Directed: The teacher will introduce the activity: Two Truths and a Lie. The teacher will share three statements and the students will have to decide which ones are the truth and which one is a lie. (The information previously shared will be used to create the truths and the lie.) Statements:

- Sandi Smith was an organizer of the anti-Klan rally in Greensboro on November 3, 1979. (truth)
- Dr. Michael Nathan collected thousands of dollars for protests and rallies for liberation forces of Southern Africa. (lie, he collected the money for medical aid.)
- Dr. Jim Waller worked at Cone Mills textile plant where he organized and eventually led the AFL-CIO union which grew in membership from low 20's to almost 200 during leadership. (truth)

II. Activating Strategy:

Teacher Directed: The teacher will tell the students that we will be watching a video clip and discussing the information being shared. As you watch the video, you are to take notes to use in the discussion following the clips.

Students will watch the video clip of the Historical Context first. They will then be placed in groups of two and given a question. (The video can be played again as the students are answering the questions if needed.) Once they answer their question, each group will come together and share the questions and answers they came up with. Further discussion can be had as each of the questions are being shared. (If there are more than one group with the same question, have them share their response with each other before sharing with the class.) Have one person from each pair come up to "Pick a Problem" to answer.

III. Content Questions (Done as whole group):

1. Why did the protestors march?
2. What impact did the massacre have on the movement?
3. What is the role of the Poor People's Organization? How is it related to the massacre?
4. What events lead up to the November 3rd incident?
5. What character traits would you use to describe the protestors and why?
6. How does understanding history impact decision making today?

Closing Activity:

Once you have shared and discussed each of the questions above, have the group write the answer to the following question: Rev. Johnson stated, "If '79 had been dealt with, with integrity, it might have slowed down what is normative in the nation and that is mass killings." Do you agree or disagree with this statement? Why or why not?

The answer to the question can be used as the ticket out the door.

Lesson 7: Truth and Reconciliation Commission (TRC) Process for November 3, 1979 Greensboro Massacre

Vocabulary: redact, democratic, reconciliation, dominant

Standard: 8H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

Essential Question:

What are the positive effects of the TRC process? What areas do you feel the need to use the TRC process? Why?

Materials:

- Just Like Me statements
- Discussion questions for notetaking for the video clips
- Link to the TRC Commission Findings video: <https://youtu.be/h47zdTdxflM>
- The Commissioners PowerPoint
- Link to the Video clip of the TRC Process (Joyce Johnson) (for teacher review):
<https://www.youtube.com/watch?v=h2idzSFXMzs>

(Correction: In the video, Joyce Johnson says 1969 but she is referring to 1979)

I. Opening Experience:

Teacher Directed: The teacher will introduce the activity: Just Like Me – The teacher will read a statement and if the students relate to it, they will stand and say, “Just Like Me.” The last statement will lead into the lesson.

II. Activating Strategy:

Teacher Directed: Today we will be discussing the process that was used to discover the truths and begin the healing. It is called the Truth and Reconciliation Process (TRC). It is a **commission** tasked with discovering and revealing past wrongdoing by a government (or, depending on the circumstances, non-state actors also), in the hope of resolving conflict left over from the past.

The students will be introduced to the commissioners of the TRC Commission through The Commissioners PowerPoint.

After the students are introduced to the commissioners, the teacher will present both videos related to the TRC Process and the TRC Commission's Findings. The teacher will be able to ask questions related to both videos for review.

III. Content Questions:

Questions for the TRC Process (TRC Process video with Joyce Johnson)

- False Narrative – What do you think is meant by this?
- Dominant Narrative—what do you think is meant by this?

- Do you often think the dominant narrative is true or false?
- Name the people who had a part in the massacre? Explain their role.
- Who would you say is really responsible for the massacre? Why?
- Why do you think information was kept from the jurors?
- What was the TRC modeled after? What steps were taken to create this?
- The main criteria for the commissioners was “would they operate with integrity.” Why do you think this was chosen as the main criteria?

What characteristics do you think a commissioner should possess?

- In what ways do you think the process of choosing a commission or creating a commission is considered democratic?
- Why do you think this process was chosen?
- Why do you think the city of Greensboro refused to accept the report?

Questions for the TRC Findings (These questions have already been asked throughout, but they could be used for reflection purposes after viewing the TRC Commission Findings video)

- How did the lack of police presence impact the march?
- Do you think having the police present would have changed the outcome? Why or why not?
- What kind of message was sent by not prosecuting the officers?
- What are your thoughts on this quote “The five people did not seek nor deserve to be killed”?
- Why do you think people who are trying to do good or cause change for the better are often labeled troublemakers?
- Do you know someone who tried to do good but was given a negative label? Who were they and what were they trying to do?
- How do you think the families were impacted by November 3rd? What could have been some lasting effects on the families?

Closing Activity: The teacher shares the last questions for the class to answer. The students are to write the answer to theses as their exit ticket .

The questions are:

- Do you believe the Truth and Reconciliation Process is fair? Why or why not?

- How can it be used today? Think about an event or a few events that you have experienced in your neighborhoods or at school that would benefit from going through a similar smaller scale process.

This writing is to be given to the teacher before the students leave the class.

Lesson 8: Restorative Justice: Truth and Healing

Vocabulary: truth, restoration, repair, rehabilitation, power, healing, courage, integrity

Standard: 8H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

Standard: AAS.H.2: Understand the significance of historical personalities, groups, institutions, and events in shaping African American life over time.

Essential Question (s):

What does it mean to speak truth to power?

Materials:

- Notebook Paper
- Scissors
- **GTRC Statements Document (Word Document)**
- **Original GTRC Statements resource:**
(http://www.greensborotrc.org/post1979_consequences.pdf for)
- **Teacher Resource:** Conversational Leadership:
<https://conversational-leadership.net/speak-truth-to-power/>
- **The Urgent Need for Reconciliation** by Bryan Stevenson
- <https://www.youtube.com/watch?v=VNzEb77diyI>
- Poster Boards

Opening Experience:

Before this section starts, the teacher will show the video *The urgent need for reconciliation in the United States* by Bryan Stevenson Ted Talk 7 minutes

<https://www.youtube.com/watch?v=VNzEb77diyI>

and /or

Teacher Directed: The teacher will introduce the motto: “Speak truth to power” and go over the information received from the site *Conversational Leadership*.

Leading questions:

1. When you think of the term “truth” what does that mean?
2. Why is it important to tell the truth before you can go on in a relationship?
3. Why would someone not tell the truth? Thoughts?
4. What does it mean to feel “free” when telling your truth?

II. Activating Strategy (Anonymous Truths):

Teacher Directed: The teacher will use the GTRC statements in this activity to discuss the statements given to the GTRC. The teacher should give each student one of the statements, and then the students should get into groups to discuss the statements. After the students have discussed the statements in their group, they should be asked to discuss their thoughts aloud to the rest of the class. The teacher will call on each group to discuss the statements they were given (*The teacher should proofread the statements and hand them out accordingly, per reading capabilities*).

Leading questions:

1. What did the statements tell you about the people involved?
2. How would you describe their feelings?
3. Were the people involved leaders and/or bystanders?
4. How did these statements impact your thoughts on November 3rd, 1979?
5. How does it feel to read someone's authentic truth about the circumstances of their life?

III. Closing Activity:

To finish this lesson and to make it more personal, the teacher will instruct students to write a personal narrative about time where they felt wronged or were mistreated.

Acknowledge that these truths do not have to be shared, but may be shared if they wanted by having the teacher or another peer read it or the students reading it aloud themselves.

Content Questions:

1. How did writing about a personal experience feel to you?
2. For those who read their statements aloud, how did it feel for others to hear?
3. How do you currently relate to the people from the lessons?
4. What can you do to "speak truth to your power?"
5. How can telling your truths bring about healing?
6. What are ways we can encourage others to speak truth and be courageous?

Lesson 9: General Recommendations

Vocabulary: reconciliation, reparations, collective memory, restitution, rehabilitate

Standard: 8H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

Standard: AAS.H.2: Understand the significance of historical personalities, groups, institutions, and events in shaping African American life over time.

Essential Question:

What is necessary for Reconciliation to Occur?

Background Information:

The Greensboro Truth and Reconciliation Commission Final (GTRC) Report was presented to the citizens of Greensboro and the city on May 25, 2006. The TRC Report made 26 recommendations that were divided into four categories: General Steps Towards Reconciliation, Institutional Reform, Criminal Justice System and Civil Remedies, and Citizen Transformation and Engagement.

https://www.greensborotrc.org/overall_recs.pdf (**Teacher Resource**)

This section also includes measures to incorporate the information about November 3, 1979, into the city's official history and collective memory, attend to the second generation of survivors, promote dialogue and commemorate what happened. " GTRC Final Report

According to Merriam Webster Dictionary, reconciliation can be defined as having the ability "to restore to friendship or harmony/reconcile the fractions." It may also be defined as being able to "settle/resolve."

Materials:

Teacher Guide to Recommendations and Outcomes

Cards with recommendations

Blank T- Chart- large

T- Chart with Recommendation and outcomes

Opening Experience:

Teacher Directed: The teacher leads a group discussion regarding the following quote. This quote should be placed on the board for all students to view and then asked to respond.

"Truth-telling is essential for accountability. Trust cannot be restored between people while wrongs committed remain a secret known only to the perpetrator and the victim. Through reparations and truth-telling, a process of restorative justice can begin, and reconciliation may be possible.

Teacher Directed: After the quote has been discussed, the teacher will ask the following questions:

1. Have you had a time when you needed to reconcile something?
2. What does it mean to know the truth and still forgive?

3. Have you ever had to forgive someone after they harmed you?
4. How do you move forward after tragedy?
5. Have you ever done something that you thought was unforgivable or hard to forgive – what happened?

Activating Strategy: Ask students to reflect on their understanding of truth and reconciliation from their own experiences and from the video from the Bryan Stevenson video yesterday.

Teacher Directed: *The teacher will state: The TRC report and its recommendations are related to the term reparations and “usually such steps...aim to make restitution, compensate for harms, rehabilitate, provide satisfaction to victims and take measures to prevent future abuses (GTRC Report).” The TRC recommendations are an attempt to restore community.*

The teacher will identify 8 general recommendations out of the 26 from the TRC report.

(The teacher could print each recommendation on a separate sheet, and place on document camera)

The teacher will give 8 students in the class a card with one of the recommendations. After the teacher has given out the recommendation cards, the teacher will place a large T-Chart on the board identifying Met or Not Met. A student with a card will read the card aloud, and the teacher will ask the class, “Has this recommendation been met?” After the students vote, the collective vote will be placed on the board as being Met or Not.

After all the votes have been placed on the board, the teacher will identify each recommendation placed on the board, and discuss the outcome of the recommendations, using the Recommendation and Outcome T-Chart.

Closing Activity (This activity could be done over two days):

Students will choose a recommendation and work in groups or independently to create their own response to one of the recommendations.

Possible ways to complete this activity include role playing the people involved, i.e., police or city council, creating flyers or posters, creating poetry or lyrical piece, T-shirt or bumper sticker, museum and/or monument designs, and/or visuals or written responses, etc.

Any visual work displayed should have theme: 40 Years Later

The work displayed should also have the original recommendation listed, and the students/community response listed as well on the work.

Conclusion:

Students will write a response to these questions about the recommendation that they worked on:

What will happen if we do nothing?

What would happen if we had all the resources in the world to address the recommendations?

What can we do with what we have now?

Lesson 10: Paideia Seminar: The Apology

Vocabulary: Klan, communist, Anti-Klan, Nazi, regret, supremacist, apology, healing

Standard: 8H.2: Understand the ways in which conflict, compromise and negotiations have shaped North Carolina and the United States.

8:H2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four and the participants of the Wilmington Race Riots 1898) influenced the outcome of key conflicts in North Carolina and the United States.

Essential Question:

What are the implications of this apology by the city council for the city of Greensboro and the community?

Materials:

- Link to the video clip of the City Council Meeting
- Greensboro City Council Special Meeting on Oct. 6, 2020 to vote on Apology (starts at 15:20 of tape)
-
- <https://pub-greensboro-nc.escribemeetings.com/Players/ISIStandAlonePlayer.aspx?Id=d9db2691-cb95-4e07-8d25-6a935faa9f4c>
-
- Graphic Organizer for student: Notes Topic or Thought Web
- Graphic Organizer for teacher: Socratic Seminar Check Sheet and Socratic Seminar Levels of Participation (need to attach)
- Questions for the Paideia Seminar

Information for the Teacher: The resolution of apology outlines the events that occurred which led up to this moment. The resolution is read from 15:20 – 26:41 of the clip by Mayor Vaughan. After that there are comments from community members who worked to get the resolution passed and members of the council. Listening to each person will help you understand the heartfelt passion either for or against the resolution and will allow you to hear their reasoning. As you listen, think about what your role is now in the healing of the community and the city of Greensboro. You may pick and choose which content questions you would like to ask. Please make sure you ask the opening and closing questions. This lesson could be over two days if you choose. One day can be the watching of the council meeting where the apology is voted on and the other can be the seminar if you feel like you will not have enough time in one day.

Seminar Lesson:

Teacher Directed: Teacher will form a circle in the classroom where the students will bring their notetaking graphic organizer and a writing utensil. Teacher explains the activity.

Teacher: “Today, we will participate in a Paideia Seminar. This is a way of sharing your thoughts and ideas about a particular topic. This is an open discussion, so you do not need to raise your hands to speak. We will be discussing the clip of the apology from the

Greensboro City Council. This apology has come 41 years after the Nov. 3rd Massacre. As you listen, think about what your role is now in the healing of the community and the city of Greensboro.”

Procedures for the Seminar:

1. Be respectful of the person talking.
2. No side conversations.
3. If you disagree, state that you disagree and explain why.
4. Only one person talks at a time.
5. All comments must be respectful.

Opening Question:

Share one word or phrase that describes how you feel after listening to the resolution read by Mayor Vaughan. (Teacher writes the responses from students on his/ her own graphic organizer)

Content Questions:

- 1) After numerous setbacks, why do you think the members seeking reconciliation continued to push for the apology?
- 2) How do you think the annual scholarship will impact the view of the community about what happened on November 3, 1979?
- 3) What in the resolution expressed the wrongdoing of the police/government in the city of Greensboro?
- 4) The Klan and Nazi group were acquitted twice by an all-white jury. Do you think the verdict would have been the same if it was a diverse jury? Why or why not?
- 5) Why now? After 41 years, why do you think the city agreed to issue the apology in 2020?
- 6) They said this is a step toward healing. What do you think the next steps are going to be for the council? What should their next steps be?
- 7) Tammi Thurm, who had a significant role in this, stated that it is important from this apology that we don't forget our history, that we learn from our history. How will the scholarship make this happen?

Closing Question: Dr. Goldie Wells, Greensboro City Councilwoman stated, “There are some things we can't erase but we can move forward.” What is the significance of this statement? What is your role in not erasing this history and moving forward?

