



ALBUM [THE MOTON HIGH SCHOOL STRIKE OF 1951](#)

Album Description

This album includes primary sources on the Moton High School Strike. This student-led strike was against school segregation in 1951 and led to one of the five cases in the Brown v. Board of Education case. These primary sources can be used when teaching about VDOE's standards of learning, VS.9c.

I have selected this topic because I went to college in Farmville, Virginia. I wanted to learn more about the history of the place that gave me such an excellent education. We also read the book "Students on Strike: Jim Crow, Civil Rights, Brown, and Me," which deepened my interest in this topic even more. I feel this topic is often overlooked in public schools, which is why I think it is essential to have resources for teaching it.

[6 - 8](#) [Social Studies/History](#)

THE RALLY AT FIRST BAPTIST



Teaching Notes:

Instructional Strategy: See, Think, Wonder

I would show students this image after teaching them about the strike and some of the next steps these students took. I would have them make observations about this picture. After making observations, I would have them come up with a list of questions that this picture makes them have. I would then have them think up solutions to their questions based on what they have learned this unit. [Social Studies/History](#) [6 - 8](#)
[Prince Edward County, VA](#)

Reference Link: <https://motonschoolstory.org/gallery-ii/>

Info from Gallery II - The Moton School Story:

At the mass meeting, held on May 3, Barbara Johns powerfully reiterated the community's support for the NAACP's suit. The students promised to return to school on May 7 and the NAACP lawyers, in turn, promised to file suit right away in federal court if the school board refused to address their complaint.



Teaching Notes:

Instructional Strategy: Gallery Walk

When introducing this topic, I would use this photo as part of a gallery walk. I want students to write their notices and wonders. My goal for them would be to develop what they think our new unit would be about. I would ask them questions like "What do you think the boy in the middle is doing?" and "Where do you think they are?"

[6 - 8](#) [Social Studies/History](#) [Prince Edward County, VA](#)

Reference Link: <https://motonschoolstory.org/gallery-ii/>

Info from Gallery II - The Moton School Story:

“They built those God awful tar paper shacks around the main building. And to make it even worse, on a bad day, when it rained too much, it rained in those class rooms you were sitting in. ...and on a cold day it was too cold for you. They had these pot-bellied stoves—if you weren’t close enough to the pot-bellied stove you were just too cold...if you were too close...you were too warm. How are you going to study in a room like that!”

— JOHN WATSON, STUDENT



Teaching Notes:

Instructional Strategy: Gallery Walk

I would use this photo in a gallery walk before teaching this topic. I would have them write down their notices and wonders about the photo. After they have written down their notices and wonders, I would ask them, "What do you think this building is for?" and "Is this building like the school you are currently in?" Using this photo would then lead to the discussion about whether black and white schools are equal despite being separate.

[6 - 8](#) [Social Studies/History](#) [Prince Edward County, VA](#)

Reference Link: <https://motonschoolstory.org/gallery-ii/>

Info from Gallery II - The Moton School Story:

On April 23, 1951, black students walked out of the segregated R. R. Moton High School to protest shoddy conditions. An ensuing lawsuit became part of the landmark Brown vs. Board of Education decision declaring separate but equal segregated education unconstitutional. This tarpaper building is one of the Moton school units that was the subject of the protest. 1951 photo.

LETTE

LL AND

April 23, 1951

Gentlemen:

We hate to impose as we are doing, but under the circumstances that we are facing, we have to ask for your help.

Due to the fact that the facilities and building in the name of Robert R. Moton High School, are inadequate, we understand that your help is available to us. This morning, April 23, 1951, the students refused to attend classes under the circumstances. You know that this is a very serious matter because we are out of school, there are seniors to be graduated and it can't be done by staying at home. Please we beg you to come down at the first of this week. If possible Wednesday, April 25th between nine a.m. and three p.m.

We will provide a place for you to stay.

We will go into detail when you arrive.

Teaching Notes:

Instructional Strategy: Annotation

I would have students read this letter and annotate it. I would have a document that helps them record their questions and wonders. I would have them summarize what they think the main point of this letter is. They would predict who wrote it and who it was sent to. This piece will help them critically analyze sources while delving into the steps that Barbara Johns and the strike committee took after starting the strike.

[Social Studies/History](#) [6 - 8](#) [Prince Edward County, VA](#)


Reference Link: <https://motonschoolstory.org/gallery-ii/>

Letter from Carrie Stokes and Barbara Johns to Oliver Hill and Spottswood Robinson | April 23, 1951


Davis Complaint Document | Courtesy National Archives at Philadelphia



Teaching Notes:

 [Mackenzie Woody](#) , the [website](#) with all those galleries of images and reporting about the Moton High School Strike of 1951 is really wonderful! You might be able to supplement it with articles that you'll find in [Chronicling America](#) at the Library of Congress. Here's an [example of a front page from The Farmville Herald](#) from 1961 - a full ten years after the events in your album. (It's the report covered in the first article in the left column, but that's only one example.) You can play around with the search functions of Chronicling America by starting with the tab for [Collection Items](#).

Teaching Notes:

Hi Mackenzie, I definitely echo  [Mary Johnson](#) 's comment about Chronicling America. There are some absolute gems in there, and many many Black-owned newspapers are being digitized every year.

I would also get creative about the Library search. Sometimes you have to get a little creative to find what you want.

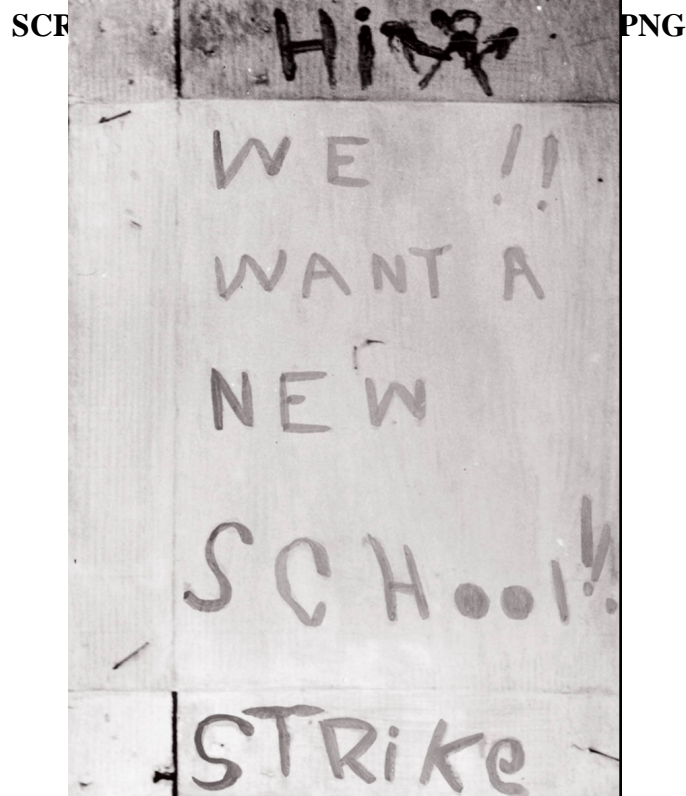
This exhibit on people and events pre-Brown v Board is really great and references Virginia. <https://www.loc.gov/exhibits/brown/brown-segregation.html>

Oliver Hill was a noted Civil Rights attorney in Virginia. His oral history might catch a student's interest. <https://www.loc.gov/item/2015669201/>

I did a quick search in the Library database using the words "Prince Edward County VA school" -- these might be of use. <https://www.loc.gov/search/?in=&q=Prince+Edward+County+VA+school&new=true&st=>

With the Library, it's like the Sphinx, you can't always ask it a direct question and expect a clear answer, sometimes you have to be roundabout, she talks in riddles!

Happy questioning!



Teaching Notes:

Instructional Strategy: Zoom in/Zoom out

I suggest showing the top of this photo. I would have students make wonders and notices. I would continue to zoom out until the students could see the whole. I would have the students synthesize their wonders and notices. Once they see the whole image, I would have them predict what this sign was used for and who they think made it. This can also be used earlier in the lesson about Moton to help students discover why the students were striking rather than just telling them.

[Social Studies/History](#) [6 - 8](#) [Prince Edward County, VA](#)

Reference Link: <https://motonschoolstory.org/gallery-ii/>

From <https://motonschoolstory.org/gallery-ii/>

“We want a new school or none at all!”

— *STUDENTS' STRIKE POSTER*

IMAGE 1 OF THE FARMVILLE HERALD (A.), AUGUST 16, 1963



Teaching Notes:

Instructional Strategy: Notice/Wonder

I would have students examine this news article. While looking at it, I will have them determine when this paper was published and how it connects to our current learning. They would notice and wonder about the article. I would then have them decide which section goes with what we are learning the most. I would then have them read that article and annotate it. They would write what they notice and their questions. Notice and wonders are also great for this source because it gives them a look into the period. [Social Studies/History 6 - 8 Prince Edward County, VA](#)

Reference Link: <http://www.loc.gov/resource/sn98068396/1963-08-16/ed-1/?sp=1&r=-1.165,0.009,3.331,1.537,0>

Created / Published

- Farmville, Va., August 16, 1963

Genre

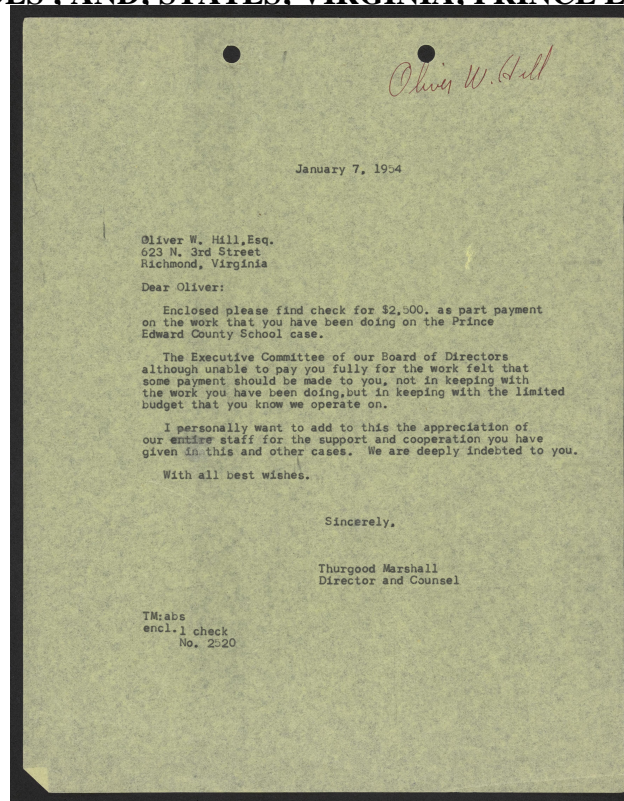
- Newspapers

Notes



- - Vol. 66, no. 65 (May 7, 1957)-
- - In 1972 and 1973 commemorative first pages of earlier titles (c.1890-1930s)--published with regular issue.
- - Between Oct. 1979 and Apr. 1997, t.v. guide issue published as separate issue.
- - Microfilm available from Bell and Howell.
- - Also available online.
- - Archived issues are available in digital format from the Library of Congress Chronicling America online collection.

IMAGE 8 OF NAACP LEGAL DEFENSE AND EDUCATIONAL FUND RECORDS: SUBJECT FILE, 1929-1968; SCHOOLS : AND; STATES: VIRGINIA; PRINCE EDWARD COUNTY, DAVIS



Teaching Notes:

Instructional Strategy: Gallery Walk

I would use this primary source in a gallery walk. I would have students write down their notices and wonders. I also will ask them to predict who they think Oliver Hill is and why they are paying him. This source is excellent for introducing key players like Oliver Hill and Thurgood Marshall.

6 - 8 Social Studies/History Prince Edward County, VA

Reference Link: <http://www.loc.gov/resource/mss65570.mss65570-14411/?sp=8&r=-1.042,-0.133,3.084,1.423,0>

Created / Published

- 1953 - 1960

Genre

- Manuscripts

Repository



- Manuscript Division

Digital Id

- <http://hdl.loc.gov/loc.mss/ms015025.mss65570.01722>

IMAGE 68 OF NAACP LEGAL DEFENSE AND EDUCATIONAL FUND RECORDS: SUBJECT FILE. 1929-1968: SCHOOLS : AND: STATES: VIRGINIA: REPORTS. 1948-1959

TABLE 3
Valuations of School Property in Prince Edward County, Virginia, Part Two (Elementary and Secondary Schools)

	1948 - 1949		1949 - 1950		1950 - 1951	
Average Daily Membership	Negro 1812	White 1200	Negro 1720	White 1325	Negro 1857	White 1357
School Property:						
Sites and Buildings	\$ 300,000	\$ 837,500	\$ 295,000	\$ 840,000	\$ 328,500	\$ 895,780
Furniture and Equipment	40,000	100,000	40,000	100,000	55,240	109,050
Buses	16,500	35,000	16,805	43,956	23,253	44,432
Total Value of School Property	356,500	975,500	353,805	983,956	406,993	1,049,312
Value of School Property per Pupil in A.D.M.	196.74	808.87	188.27	742.05	219.17	773.26
Negro/White Ratio of Value of Property per Pupil in A.D.M.	.24		.25		.28	
Libraries:						
Total Value of Libraries	5,916	21,239	13,408	26,894	13,748	27,280
Value of Libraries per Pupil in A.D.M.	3.25	17.61	6.98	20.28	7.40	20.10
Negro/White Ratio of Value of Libraries per Pupil in A.D.M.	.19		.34		.37	

Source: Annual School Report: A.D.M. - Tables 6a and 6b, Col. 31, rounded to nearest whole figure
Library and property values, Tables 1 and 13-16

Teaching Notes:

Instructional Strategy: Compare/Contrast

For this document, I would show students this document after we discussed the fact that black and white schools were not equal even if, by law, they were supposed to be. I would have students compare and contrast how much money was spent on white and black schools. I would also have them compare through the years. [6 - 8](#) [Social Studies/History](#) [Prince Edward County](#)

Reference Link: <http://www.loc.gov/resource/mss65570.mss65570-14503/?sp=68&r=-0.331,-0.092,1.482,0.684,0>

Created / Published

- 1948 - 1959

Genre

- Manuscripts

Repository

- Manuscript Division

Digital Id

- <http://hdl.loc.gov/loc.mss/ms015025.mss65570.01725>

IMAGE 69 OF NAACP LEGAL DEFENSE AND EDUCATIONAL FUND RECORDS: SUBJECT FILE, 1929-1968: SCHOOLS : AND: STATES: VIRGINIA: REPORTS, 1948-1959

Table 4
Valuations of Certain Types of Teaching Equipment in the High Schools of Prince Edward County, Virginia

	1948-1949				1949-1950				1950-1951			
	Neuro	White	Neuro	White	Neuro	White	Neuro	White	Neuro	White	Neuro	White
	Motor	Frivile	Worshn	Total	Motor	Frivile	Worshn	Total	Motor	Frivile	Worshn	Total
Science Equipment not including Agriculture	\$ 550	\$2,400	\$ 385	\$2,785	\$ 800	\$2,700	\$ 370	\$3,070	\$ 825	\$2,875	\$ 360	\$3,235
Commercial Education Equipment	\$ 0	\$2,000	\$ 0	\$2,000	\$1,050	\$2,000	\$ 0	\$2,000	\$1,800	\$1,000	\$ 0	\$3,000
Industrial Arts Equipment	\$ 0	\$6,000	\$ 0	\$6,000	\$ 0	\$6,400	\$ 0	\$6,400	\$ 0	\$6,800	\$ 0	\$6,800
Home Economics Equipment	\$1,800	\$1,800	\$1,000	\$2,800	\$1,500	\$2,000	\$1,000	\$3,000	\$1,300	\$2,100	\$1,000	\$3,100
Agriculture Equipment	\$ 0	\$ 0	\$3,500	\$3,500	\$3,000	\$ 0	\$3,500	\$3,500	\$4,100	\$ 0	\$3,500	\$3,500
Total Teaching Equipment Listed Above	\$2,350	\$12,200	\$4,885	\$17,085	\$6,350	\$13,100	\$4,870	\$17,970	\$8,025	\$14,775	\$4,860	\$19,635
Average Daily Membership (calculated from Final Annual reports)	364	238	60	208	415	281	76	357	428	290	80	370
Total Equipment per Pupil in A. D. N.	\$ 6.46	\$ 51.26	\$ 81.42	\$ 57.33	\$ 15.30	\$ 46.62	\$ 64.08	\$ 50.34	\$ 18.75	\$ 50.95	\$ 60.75	\$ 53.07
Neuro/Total White Ratio of Equipment per Pupil in A. D. N.	.11				.30				.35			

Source: Preliminary Annual High School Report

Teaching Notes:

Instructional Strategy: Compare/Contrast

I would use this document to compare/contrast the difference between how much money Prince Edward County put into white and black schools' academic materials. I would ask students whether they believed these schools were equal. I would have them find evidence in the source to support their opinion. [Social Studies/History](#) [6 - 8](#) [Prince Edward County, VA](#)

Reference Link: <http://www.loc.gov/resource/mss65570.mss65570-14503/?sp=69&r=-0.402,-0.068,1.488,0.687,0>

Created / Published

- 1948 - 1959

Genre

- Manuscripts

Repository

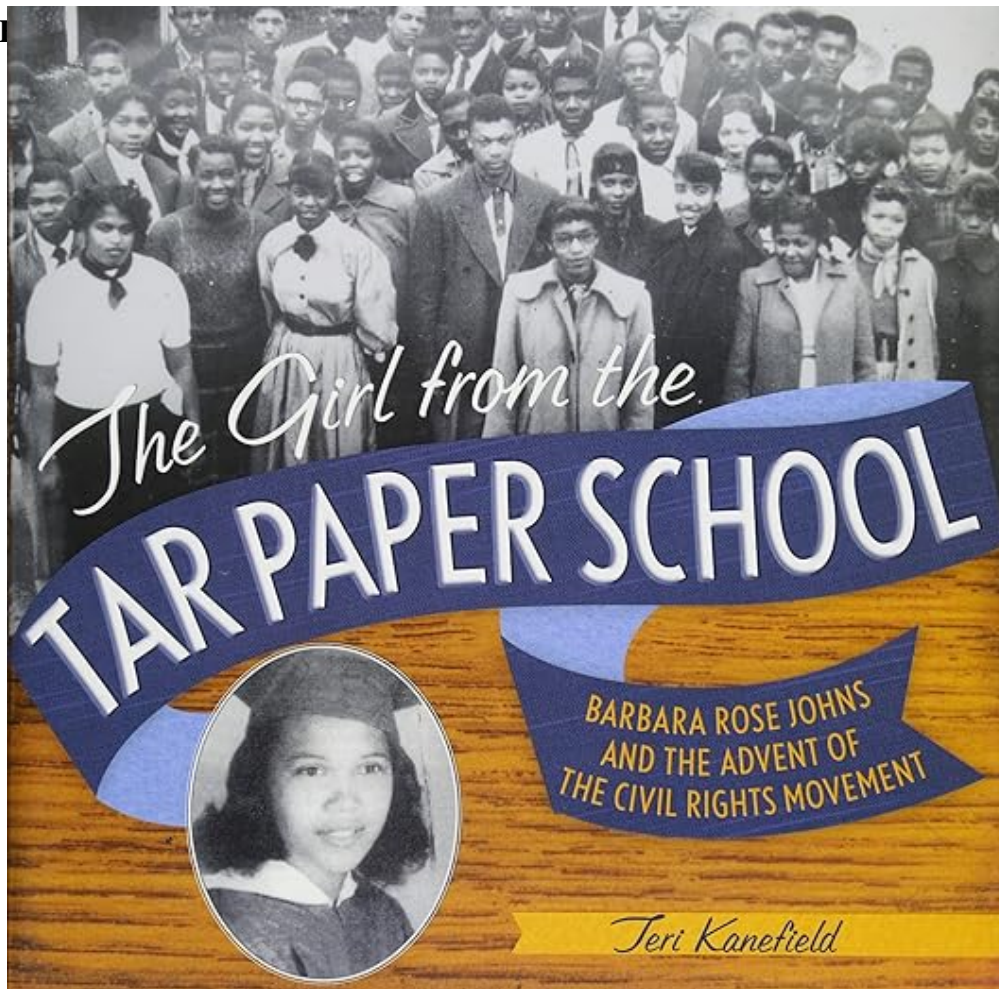
- Manuscript Division

Digital Id

- <http://hdl.loc.gov/loc.mss/ms015025.mss65570.01725>

THE GIRL

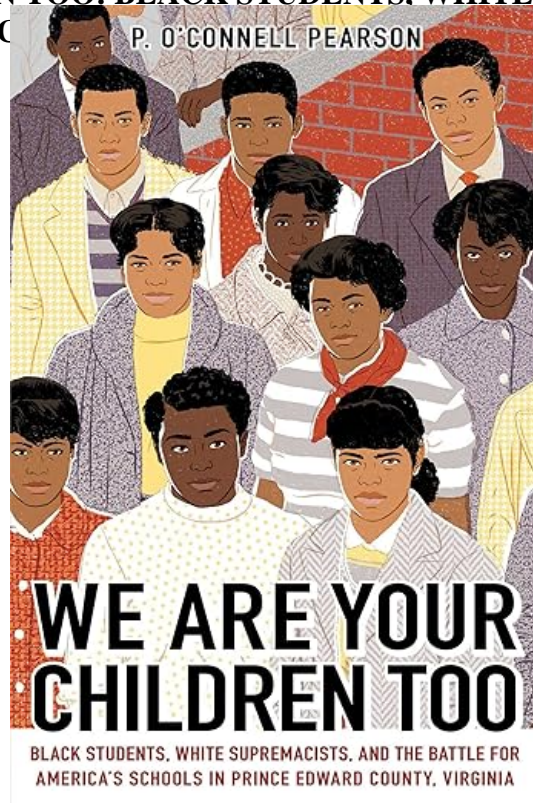
THE ADVENT



Reference Link: <https://www.amazon.com/Girl-Tar-Paper-School-Movement/dp/1419707965>

- Author: Teri Kanefield
- Publisher : ? Harry N. Abrams; 1st edition (January 7, 2014)
- Language : ? English
- Hardcover : ? 56 pages
- ISBN-10 : ? 1419707965
- ISBN-13 : ? 978-1419707964
- Reading age : ? 8 - 12 years
- Lexile measure : ? 1100L
- Grade level : ? 3 - 7
- Item Weight : ? 1.36 pounds
- Dimensions : ? 10 x 0.85 x 10 inches
- Best Sellers Rank: #498,396 in Books ([See Top 100 in Books](#))
 - #220 in [Children's Social Activists Biographies \(Books\)](#)
 - #666 in [Children's Women Biographies \(Books\)](#)

WE ARE YOUR CHILDREN TOO: BLACK STUDENTS, WHITE SUPREMACISTS, AND THE BATTLE FOR AMERICA'S SCHOOLS IN PRINCE EDWARD COUNTY, VIRGINIA



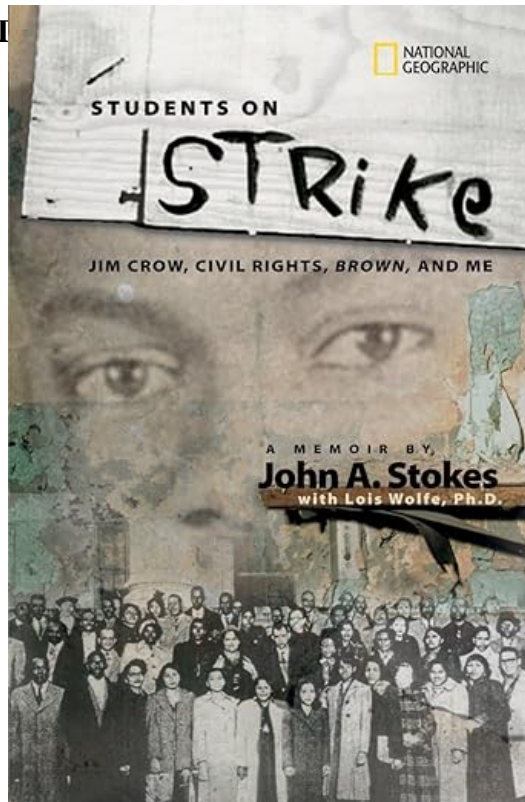
Reference Link: https://www.amazon.com/Are-Your-Children-Too-Supremacists/dp/166590139X/ref=sr_1_1?crid=1RCF6CVJM7T7O&dib=eyJ2IjojMSJ9.OO9XiAbic7A36TLz17FD.3eapy4atvNP2XOqTk1VxVn-XEHSWD5jaAH-kixGBAGrViR-dfdo-4zw79sS0hHtjOLXuvwgzkCpQCK0__lykMhaAzs3jOYPTcWKmEVNaHqgYqIgGmnS5gtgnPS-wR5o.qrN3Ep5BKFZbwMneT6Qy5suod7VfVuzXcQhgZSd4-D4&dib_tag=se&keywords=we+are+your+children+too+book&qid=1731425567&prefix=we+are+your+chi%2Cap1

- Author: P.O'Connell Pearson
- Publisher : ? Simon & Schuster Books for Young Readers; Advance Reader's Edition (January 10, 2023)
- Language ? : ? English
- Hardcover ? : ? 288 pages
- ISBN-10 ? : ? 166590139X
- ISBN-13 ? : ? 978-1665901390
- Reading age ? : ? 10 - 14 years
- Lexile measure ? : ? 1010L
- Grade level ? : ? 5 - 9
- Item Weight ? : ? 14.4 ounces
- Dimensions ? : ? 5.5 x 1 x 8.25 inches
- Best Sellers Rank: #1,736,945 in Books ([See Top 100 in Books](#))



- #640 in [Children's Books on Prejudice & Racism](#)
- #1,377 in [Children's Black & African American Story Books](#)
- #1,831 in [Children's Multicultural Biographies](#)

STUDENTS ON ST



BROWN, AND ME

Reference Link: https://www.amazon.com/Students-Strike-Rights-National-Geographic-memoirs/dp/1426301537/ref=tmm_hrd_swatch_0?_encoding=UTF8&dib_tag=se&dib=eyJ2IjojMSJ9.j7t2WD5Gf0X3a9q9gJXpQ.LhxMM9vYHfSxpOBos4Kav3vGlZ8IcbCd9eR-muA71S8&qid=1746053443&sr=8-1

- Authors: John A. Stokes and Lois Wolfe, Ph.D.
- ASIN ? : ? 1426301537
- Publisher ? : ? National Geographic Kids; Illustrated edition (December 26, 2007)
- Language ? : ? English
- Hardcover ? : ? 128 pages
- ISBN-10 ? : ? 9781426301537
- ISBN-13 ? : ? 978-1426301537
- Reading age ? : ? 10 - 14 years
- Lexile measure ? : ? 1030L
- Grade level ? : ? 5 - 9
- Item Weight ? : ? 10.4 ounces
- Dimensions ? : ? 5.54 x 0.57 x 8.53 inches
- Best Sellers Rank: #1,291,892 in Books ([See Top 100 in Books](#))
 - #461 in [Children's Government Books](#)
 - #1,020 in [Children's Books on Prejudice & Racism](#)
 - #2,097 in [Children's Black & African American Story Books](#)