

[Bio:](#)

[Photo:](#)

Name:	Elizabeth Holliday Morgan, Ph.D.
Overview of Lesson:	<ul style="list-style-type: none"><li>• In this lesson, doctoral students engage in guided inquiry using online, open-access archives from the Library of Congress to examine a topic of interest related to P–20 educational systems for Black people, as well as the historical policies and practices that have shaped the educational experiences of Black students and families. Students learn to identify and analyze evidence of how Black communities have sought to reimagine, refuse, and resist anti-Black educational structures, and to make explicit connections to theory and current practice in schools.</li><li>• Through structured exploration of archival materials, students connect historical inquiry to doctoral-level research practices by examining how archival evidence can inform literature reviews and support the analysis and triangulation of interview and narrative data. Students are taught strategies for locating, evaluating, and analyzing artifacts related to Black education in ways that deepen theoretical grounding and strengthen empirical claims in their dissertations.</li><li>• As a culminating in-class activity, students produce an original artifact (e.g., visual, oral, or kinesthetic representation) that synthesizes their archival findings. Students then share and discuss their artifacts in small-group presentations, fostering collaborative meaning-making and collective reflection on how historical insights can inform contemporary educational research and praxis.</li></ul>
Library of Congress Resources:	<p>I. Primary Source:</p> <ul style="list-style-type: none"><li>• Library of Congress African American Digital Archives:</li></ul>

	<p><a href="https://www.loc.gov/collections/?fa=subject_topic:african+american+history">https://www.loc.gov/collections/?fa=subject_topic:african+american+history</a></p> <p>I. Secondary Sources:</p> <ul style="list-style-type: none"> <li>• African American History Online: <a href="https://guides.loc.gov/african-american-history-online/online-resources">https://guides.loc.gov/african-american-history-online/online-resources</a></li> <li>• African-American History and Culture <a href="https://guides.loc.gov/manuscripts-illustrated-guide/african-american-history">https://guides.loc.gov/manuscripts-illustrated-guide/african-american-history</a></li> <li>• National Archives: African American Heritage (Topics covered: American Slavery &amp; International Slave Trade; Migrations; World War I; Voting Rights; Black Power) <a href="https://www.archives.gov/research/african-americans">https://www.archives.gov/research/african-americans</a></li> <li>• National Archives: People in Black History <a href="https://www.archives.gov/research/african-americans/individuals">https://www.archives.gov/research/african-americans/individuals</a></li> </ul>
<p>Instruction for Task(s):</p>	<p><b>Step 1: Choose a Focus Topic</b></p> <ul style="list-style-type: none"> <li>• Select a topic related to P–20 education for Black people</li> <li>• Connect it loosely to your dissertation interests (policy, practice, resistance, advocacy, access, etc.)</li> </ul> <p><b>Step 2: Explore the Archives</b></p> <ul style="list-style-type: none"> <li>• Use <b>Library of Congress open-access archives</b></li> <li>• Locate <b>2–3 primary sources</b> (e.g., photos, letters, newspapers, policies, oral histories)</li> </ul> <p><b>Step 3: Analyze the Artifacts</b></p> <ul style="list-style-type: none"> <li>• Consider historical context and authorship</li> <li>• Identify evidence of <b>reimagination, refusal, or resistance</b></li> <li>• Note connections to course theories and current educational practice</li> </ul> <p><b>Step 4: Connect to Your Research</b></p> <ul style="list-style-type: none"> <li>• Reflect on how these sources could: <ul style="list-style-type: none"> <li>• Strengthen a literature review</li> <li>• Support or triangulate interview/narrative data</li> </ul> </li> </ul>

- Identify at least one concrete research connection

**Step 5: Create an Original Artifact**

- Synthesize your learning into a representation:
  - Visual, oral, kinesthetic, or multimodal
- Highlight key insights and relevance to your research

**Step 6: Share & Reflect**

- Prepare a **3–5 minute** small-group share
- Discuss insights, questions, and implications for educational research and praxis

Student Work:

I did not have as much time to complete this, but I am interested in Black student leadership development. This is a screengrab of a photo and caption from [Pursuing the "Unfinished Business of Democracy": Willa B. Player and Liberal Arts Education at Bennett College in the Civil Rights Era](#) by Crystal R. Sanders. In this photo, we see a parent meeting with President Player along with the student. It reminds me of a parent-teacher conference and how Black collegiate women have been expected to remain respectable to a point of infantilization, yet simultaneously expected to be mature and more responsible than their peers. It got me wondering how these expectations, spoken and unspoken, impacted how Black women students approached activism and leadership. Does that still show up today? How does respectability define us? How do we step into or step OUT of respectability to create efficacy in our leadership work?



Bennett maintained strict codes of dress and behavior, and weekly chapel attendance was mandatory for all students. Belles were required to wear a hat and gloves while visiting downtown establishments, and they were not allowed to ride in automobiles with men without permission from college officials or their parents. These rules and regulations reassured parents that their daughters were safe and had few distractions. Player (right) meeting with a parent and student, ca. 1945.

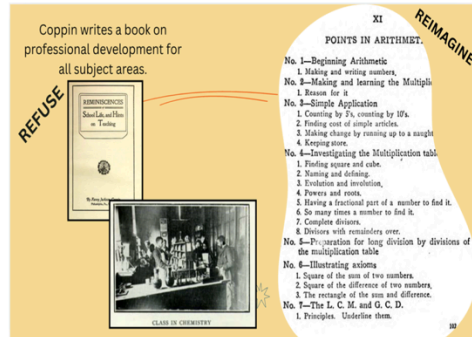
FANNY JACKSON COPPIN and the INSTITUTE FOR COLORED YOUTH (ICY)

**Reimagine:**

Jackson wrote a book to guide teachers on how to teach (Hints on Teaching). This book covered all subject areas and has specific examples of what are now known as 'best practices'.

**Refuse:**

This book was written in 1913. That was 48 short years after 1865, with the ratification of the 13<sup>th</sup> Amendment, stating the freedom to over 4 million enslaved people. Black people worked towards educating their youth because "Knowledge is like a garden: if it is not cultivated, it cannot be harvested" (African Proverb)



Images:

**Evidence of Black Activism for Mothers and Children**

- Archives pulled from Fanny Lou Hammer Archives
- Original document located in the Betty Ford White House Papers, 1975-1977 at the Gerald R. Ford Presidential Library
- Program for the 37<sup>th</sup> National Convention of the National Council of Negro Women, Nov 10-16, 1975

**Marcus Garvey**

Born in Jamaica, Marcus Garvey (1887-1940) moved to New York in 1917 to organize the American branch of the Universal Negro College of America (UNCA), the largest Black mass movement. His father, Mark Garvey, which stressed self-help and entrepreneurship, inspired his son to pursue government service of justice. Like his father, Garvey also founded the Negro Franchise Corporation and the Black Star Shipping Line. Financial mismanagement of these organizations led to his indictment on mail fraud charges in 1922. He was convicted and sentenced to the Atlanta Federal penitentiary in 1925. After his release in 1927, he was deported to Jamaica.

Zoom participants: Ronald McFadden, Abida M., Michelle Gunter, Kwame Gayle.

# From Archive to Artifact: A 6-Step Research Process

