

<p>Constance Curry, <i>Silver Rights</i> (1996)</p> <p>Based on author's relationship (and follow-up interviews) with Carter family, first African Americans to desegregate all-white schools in Sunflower County, Mississippi in mid-1960s</p> <p>Historical actors:                  Mae Bertha &amp; Matthew Carter &amp; family                  White residents of Sunflower County</p>	<p>David Cecelski, <i>Along Freedom Road</i> (1994)</p> <p>Based on author's study of African Americans in Hyde County, North Carolina, who protested against school desegregation plan that would close two historically black schools in their rural coastal community in late 1960s</p> <p>Historical actors:                  Black residents of Hyde County                  White residents of Hyde County</p>
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Historical actor in both books:

HEW - the US Department of Health, Education, and Welfare  
 (the federal education agency in the 1960s, prior to US Dept of Education created in 1979)

**Comparative discussion questions** (answer for your book & listen to compare with other)

- 1) What type of school desegregation -- if any -- was implemented in each community? Who controlled the process?
  
- 2) What were the conditions of black schools in each community?
  
- 3) How did different historical actors perceive the "freedom of choice" desegregation plans in each community? Who favored or opposed it, and why?
  
- 4) How did activists in each community define the goals of their struggle? What type of power did they exercise? To what extent did they achieve their goals?
  
- 5) Historiography: Why does your instructor divide the class and assign both of these interpretations on struggles over *Brown*? Hint: Read Jack Dougherty's "Conclusion," in *More Than One Struggle: The Evolution of Black School Reform in Milwaukee* (2004).

Be prepared to share your expertise about your assigned book with a classmate who has read the other book, and to complete the online reading quiz **in class** (not beforehand).