

Black History Month Seminar



Presented by the
Pro Football Hall of Fame
Educational Outreach Program

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Subject: History and the HOF Website
Lesson Title: African American History and the NFL on the Hall of Fame's Website

Goals/Objectives:

- Collect historical data to complete the story provided.
- Select and use appropriate methods to analyze information.
- Compose a news story using data collected.
- Apply and adapt a variety of appropriate writing strategies.
- Organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.
- Organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change. Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.
- Organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.
- Organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

National Standards met: Language Arts: 1-Build an understanding of texts; 2-Build an understanding of the many dimensions of human experience; 3-Comprehend, interpret, evaluate, and appreciate texts

Methods/Procedures:

- Students will first complete a series of exercises involving investigating African American history in the NFL by using the Pro Football Hall of Fame's website Profootballhof.com. Students should be encouraged to use the search box to 'experiment' with key words of interest involving African Americans, football and the NFL. If students have difficulty coming up with key words, the instructor should provide several examples to enable students to get started.
- Secondly, the students will come to the page that identifies pioneers, milestones and firsts. The instructor may provide the following address after some experimentation time is allowed: <http://www.profootballhof.com/history/general/african-americans.jsp>
- Next, the class will be provided with the story (page 3) to complete using the above mentioned web page.
- Lastly, students will be asked to imagine that they are writing a news story for their local paper about the history of African Americans in the NFL. What would they include? What is important to mention? What would be eliminated?
- At the Hall of Fame on the day of the visit, students will search for the specific statues, pictures and statistics of the early examples of African Americans in the NFL.

Materials:

- Teacher compiled stencil
- Access to the internet
- Access to HOF's website at Profootballhof.com



Assessment:

- HOF provided format (stencil) for student use and evaluation of website.
- Students will, through discussion and completion of activity sheet and story composition show a total understanding of African American role and contribution made to the NFL's history.

African American History and the NFL on the Hall of Fame's Website

In the pre NFL period, Charles Follis, a halfback, played for the Shelby _____. Henry McDonald played from 1911 to _____ for the Rochester Jeffersons and Gideon Smith also known as _____ Smith played for the Canton Bulldogs.

In the next period of African Americans in football, Fritz Pollard played at _____ University. Fritz played in Akron, Milwaukee, Hammond and _____. Unlike Fritz, Robert Marshall only played for Rock Island and _____. Paul Robeson played the position of _____ with the Rutgers. Jay Williams played his college days at _____ and the following players played at Dartmouth _____, Iowa _____, Northwestern _____, Dubuque _____, New York University _____ and Oregon _____. Ray Kemp played tackle in college for _____.

Beginning in 1946, Kenny Washington signed with Rams in the city of _____. Woody Strode, an end, also signed with the _____. Bill Willis, a guard at Ohio State signed with the Cleveland _____. Marion Motley also signed with the Browns playing _____.

Willie Throver was the first African American to play the position of _____ in the NFL. The first African American official in the NFL was _____. The first African American referee in the NFL was _____. The first African American to be elected to the Hall of Fame was _____. The first African American of the modern era to coach in the NFL was _____.

African Americans in the NFL



Subject: Public Speaking, Reading, English and History
Lesson Title: Black Pro Footballers of Heroic Proportions

Goals/Objectives:

- Students identify various African American football players with special note of the early history of the NFL.
- Students identify key players and teams associated with the early history of African Americans.
- Students identify common themes, threads and obstacles encountered.
- Students identify main points of achievement each player contributed.
- Students effectively analyze media messages in articles involving African Americans and pro football.

National Standards met: Language Arts: 2-Build an understanding of the many dimensions of human experience; 3-Conduct research on issues and interests; 8-Use a variety of technological and information resources

Methods/Procedures:

- Students will first complete a project of choice and do a presentation for their classmates involving examination and interpretation of African American football players of heroic proportion.
- As a beginning activity, students will be asked to choose a project from a list provided by the instructor.
- Secondly, the students will complete the project of choice, often with a partner from class.
- Next, the student will present to the class their project on African American players in the NFL.
- Students would be encouraged to access the Hall's official site: Profootballhof.com. On this site students can examine articles to analyze, discuss and import for use in their presentation and discussion.
- At the Hall of Fame on the day of the visit, students will search for any evidence of players mentioned in their project. Students may gather new information to add to their presentations.

Project Possibilities

1. Our Guest Is....

- With a partner, investigate the life of an early African American pro football player. Imagine the athlete is to appear on a late night talk show. Take the roles of the athlete and the TV host and perform the interview. Videotape the interview for viewing during class. Your partner should be in one of your classes. Visual aids, costumes, and props may be used during your interview. You must submit a written script for the interview.
- Possibilities: Marion Motley, Bill Willis, Woody Strode, Kenny Washington

2. The Best Seller List

- A publisher is printing a book on an early African American football player in the NFL. Create a TV commercial to promote the book. Prepare a videotape of the commercial for presentation to class. Create a print ad or poster (billboard) that will promote the book at your local bookstore (i.e. Barnes and Noble.) You must submit the commercial script, the videotape of the commercial, and a finished copy of the print ad, poster or billboard.
- Possibilities: Marion Motley, Bill Willis, Woody Strode, Kenny Washington



3. It'll Go Down In History

- With a partner, select an athletic milestone achieved by a famous African American pro football player. Prepare a lesson to instruct the class about the achievement and why it is considered a milestone. Lesson plan must include: history and background of the athlete, list of materials, procedure for lesson, activity for students to engage in during the lesson, homework activity, and ten (10) test questions concerning the athlete and milestone. Be prepared to conduct the lesson for the class. Your partner for this project should be someone in your class. Suggested topics for this activity could be: leading rusher, receiver, MVP, most touchdowns, most sacks, most interceptions, etc.
- Possibilities: Marion Motley, Bill Willis, Woody Strode, Kenny Washington

4. Why Should I Be On Your Team

- Choose an early African American NFL player to play and have a classmate play that team's coach while you role-play your first few encounters where you and the coach discuss why you should become a part of his team and the effect having you play for his team will have when he does hire and play you. Be prepared to turn in a script with the exact dialogue you and the coach will have in the meeting (s).
- Possibilities: Marion Motley, Bill Willis, Woody Strode, Kenny Washington

Materials:

- Teacher compiled books on various African American players
- Teacher compiled articles on various African American players
- Newspapers of various articles on early African American players
- Access to the Internet
- Access to HOF's website at Profootballhof.com
- Access to the school and/or public library

Assessment:

- Students will **deliver a formal presentation** on their project choice.
- Teacher displays projects and plays videotapes on school television station if available during Black History Month and at other appropriate times.



Subject: All Curriculum Areas
Lesson Title: Research: African Americans in the NFL

Goals/Objectives:

- Students will gather relevant factual information on African Americans in the Hall of Fame.
- Students will gather information on African Americans who played in the NFL.
- Students will exhibit an understanding of relevant language arts concepts and principles such as note-taking and bibliography construction.
- Students will explain events or concepts using supportive detailed evidence.
- Students effectively analyze messages in the various medias involving African Americans and pro football.
- Students will interpret sources in order to develop conclusions and judgments presenting convincing evidence.

National Standards met: Language Arts: 2-Build an understanding of the many dimensions of human; 7-Conduct research on issues and interests; 8-Use a variety of technological and information resources; experience; 11-Participate as members of a variety of literacy communities; 12-Use spoken, written, and visual language

Methods/Procedures:

- As a beginning activity, students will be asked to search the Hall of Fame website and other appropriate websites to gather information, facts, dates and figures in relation to pro football and African Americans.
- Secondly, the students will construct a class list of major African American figures in pro football.
- Students should create a timeline of these African American milestones.
- Students can add major events from American and/or world history to the timeline to gain a deeper understanding.
- At the Hall of Fame on the day of the visit, students will search for examples of players they investigated and or researched for further information to use in their report.
- Students answer the questions provided in this lesson to complete their research.

Materials:

- Timeline
- Access to the internet
- Access to the media center and/or library
- Access to HOF's website at Profootballhof.com

Assessment:

- Student report/essay or presentation to class
- Students will, through discussion and completion of lesson questions, show an understanding of African Americans and pro football.



Questions to Discover Answers To

What is the player's name? What is the player's nickname if he has one? _____

What team(s) does/did the player play for in the NFL? When? _____

Where is the player from?

Where does the player live now? _____

What position (s) does/did the player have in the NFL? _____

What college did the player attend or graduate from? _____

How old is the player now? _____

How long has the player been in the NFL? _____

What is one of the player's greatest achievements? _____

What is one thing the player enjoys about the game of football? _____

What are some or one of the player's hobbies? _____

Does the player have a family? If so, who is it made up of? _____

What is something the player is NOT very good at? _____

Has the player ever experienced failure? How did he overcome it? _____

What qualities of character and/or wise ethical decision-making has the player displayed? In what situations? _____

Find a quote from the player (something he said) about character and making the right life choices and decisions.

Find some interesting details about the player that someone should know. _____

Why did you choose this player? Has your reason changed? Why or why not? _____

Words to describe this player are: _____



Subject: All Curriculum Areas
Lesson Title: Discrimination and Prejudice: **Definitions** For Everyone

Goals/Objectives:

- Students identify the most common definitions associated with prejudice and discrimination.
- Students obtain the vocabulary necessary to explore the achievements of black athletes.
- Students clarify own attitudes and feelings associated with specific vocabulary.
- Students are able to hold productive and respectful discussions using specific vocabulary.
- Students effectively analyze messages in the various medias involving African Americans and pro football.

National Standards met: Language Arts; 8-Use a variety of technological and information resources; 12-Use spoken, written, and visual language; communicate effectively.

Methods/Procedures:

- Students will first complete a series of exercises involving specific vocabulary associated with the concepts of prejudice and discrimination.
- As a beginning activity, students will be asked to define the vocabulary terms without the aid of a dictionary or peer.
- Secondly, the students will come to a consensus definition for each word.
- Next, the class will be provided with the accepted dictionary definitions to enable them to come to an acceptable class definition that can be placed in appropriate grade-level understanding, in other words, a workable definition each student can understand.
- Students can create a ‘dictionary’ of vocabulary and definitions associated with prejudice and discrimination.
- At the Hall of Fame on the day of the visit, students will search for examples of each definition in a display, either in print or allusion.

Materials:

- Teacher compiled vocabulary from following page
- Access to the dictionaries and internet
- Access to HOF’s website at Profootballhof.com

Assessment:

- Teacher created format (stencil) for student use and evaluation of workable definitions.
- Students will, through discussion and testing, show a total understanding of vocabulary associated with prejudice and discrimination.



Discrimination and Prejudice VOCABULARY

Bigot: partisan, sectarian, prejudiced person; racist, racialist, sexist, homophobe, chauvinist, jingoist, anti-Semite; informal male chauvinist pig, MCP.

Bigotry: A prejudice or discrimination held against one or all members of a particular group based on negative perceptions of their practices or beliefs or on negative group stereotypes.

Conformity: The adherence to, compliance with, accordance with, observance of, observation of, obedience to, acquiescence in, respect for, adaptation to, adjustment to, or accommodation to some policy and or thinking.

Culture: The pattern of daily life associated with a group of people. These patterns can be seen in governing practices, language, arts, sports, customs, holiday celebrations, religion, food, rituals, dating, and clothing as well as other areas.

Diversity: Different or varied. The population of the United States is made up of people from diverse cultures, races and places.

Discrimination: The behavior or action that can follow prejudicial thinking. Discrimination is the denial of justice and fair treatment in many areas including employment, housing, political rights and the job market. Discrimination can be found in all areas of a person's actions and or beliefs.

Humanity: The human race, the human species, mankind, man, people, mortals; Latin, Homo sapiens.

Multiculturalism: Many or multiple cultures. The United States is multicultural because its population is made up of many different cultures.

Prejudice: The act of prejudging or making a decision about a person or a group of people without sufficient knowledge. Prejudicial thinking is based on stereotypes. Prejudice is an attitude.

Race: A racial type, (ethnic) origin, or racial division. Current anthropological thinking is that there is no such thing as a race.

Racism: Prejudice or racism based on the myth of race. Racists believe that some groups are born superior to theirs, and in the name of protecting their 'race' from contamination, they justify the domination and destruction of others. Racism can be institutional or personal. Institutional racism is a racial prejudice supported by authority and power used to the advantage of one group over another group.

Scapegoating: The blaming of an individual or group for something when, in reality, there is no one person or group responsible for the problem. It is the blaming of a person or group for problems in society because of that person's group identity. Prejudicial thinking and discriminatory acts can lead to scapegoating. Scapegoating can lead to verbal and physical violence, including death.

Stereotype: This is an oversimplified generalization about a person or group of people without regard for individual differences. Even positive stereotypes, such as Asians are good at math and computers, have negative effects.



Subject: Speech, English and Language Arts
Lesson Title: African American Involvement in the NFL: Past and Present

Goals/Objectives:

- Students will gather relevant information to prepare a persuasive speech and or essay.
- Students will express opinions about past and present African American involvement in the NFL with supportive detail and evidence.
- Students will create and deliver a persuasive speech showing changes in delivery, using language for dramatic effect, and other appropriate techniques.
- Students will demonstrate an understanding of the importance of and role of body language, articulation, pitch, pronunciation, speed, pauses, volume, quality of voice, and variance in delivering an effective speech.
- Students will use teacher-developed assessment criteria to prepare and critique presentations.

National Standards met: Language Arts: 4-Communicate effectively; 8-Use a variety of technological and information resources; 12-Use spoken, written, and visual language;

Methods/Procedures:

- Teachers should devote time to preparing students for persuasive speaking and the elements of giving a speech. Such elements can be found in most English texts from middle school to high school.
- Students should define the elements of persuasion.
- Students will demonstrate appropriate classroom speaking and listening skills.
- The teacher will demonstrate how to use a Venn diagram and to compile material needed for a speech.
- The teacher will demonstrate debating techniques and elements of persuasion including body language, articulation, pronunciation, pitch, speed, pauses, volume, quality and variance.
- Students will be given class time and library and Internet time to research the early and present involvement of African Americans in the NFL.
- The Venn diagram will be used after material has been compiled and students will place the appropriate information in the Venn diagram.
- The speech and or essay will be compiled using the information collected and sorted.
- Students will either give their speeches orally or turn in their essays on African American involvement in the NFL.

Materials:

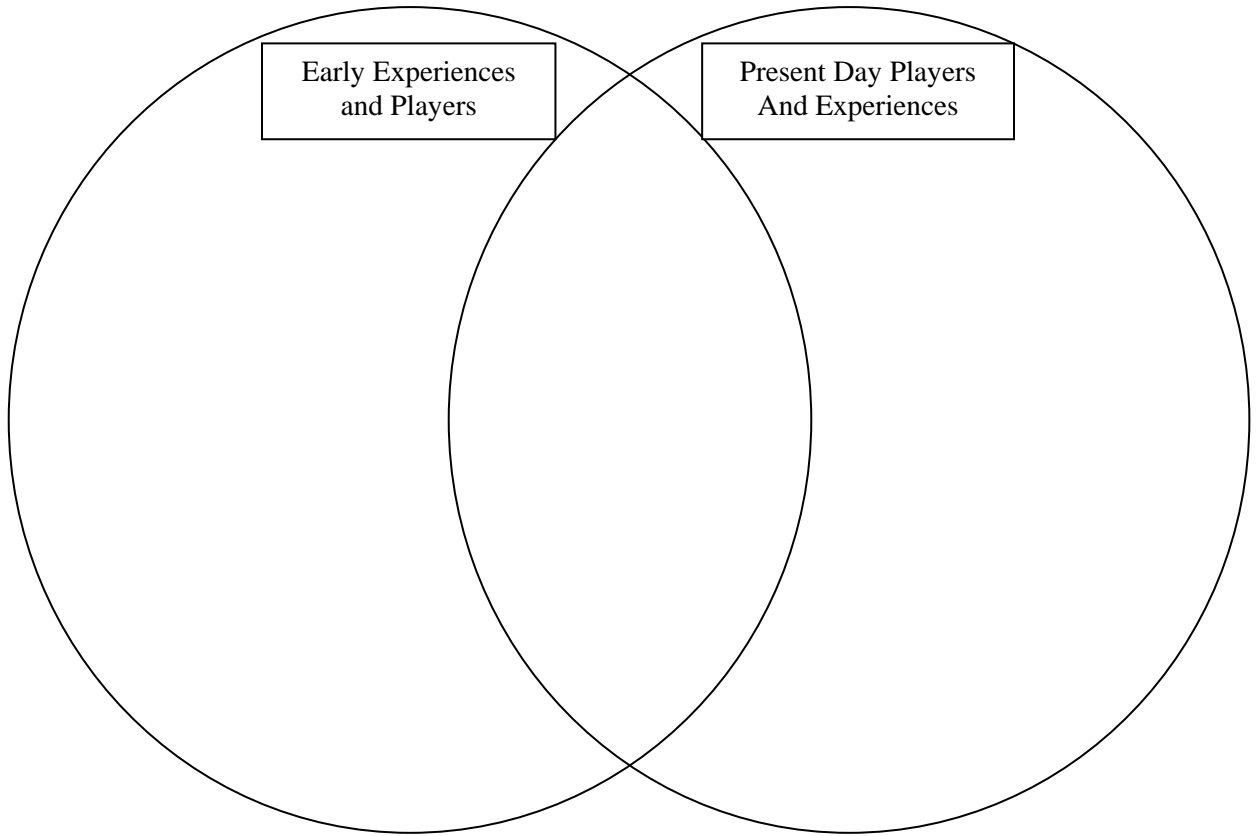
- Venn diagram
- Access to the internet
- Writing rubric
- Speech rubric
- Access to the media center and/or library
- Access to HOF's website at Profootballhof.com

Assessment:

- Teacher created rubric for grading essay and or speech.
- Students will, through discussion and peer evaluation, show a total understanding of major events involving African Americans and pro football.



Compare Early African American
Involvement in the NFL to
African American Involvement Today



Subject: Mathematics
Lesson Title: Statistics: African American Receivers & Football Statistics

Goals/Objectives:

- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer.
- Select and use appropriate statistical methods to analyze data.
- Build new mathematical knowledge through problem solving.
- Apply and adapt a variety of appropriate strategies to solve problems.

National Standards met: Mathematics: 1-Numbers and operations; 5-Data analysis and probability; 6-Problem solving

Methods/Procedures:

- Students will first complete a series of exercises involving investigating African American receivers in the NFL.
- As a beginning activity, students will be asked to specifically type in African American statistics in the hopes that they will eventually be able to identify the NFL's leading all-time receiver. (Jerry Rice.)
- Secondly, the students will come to the page that identifies the top twenty NFL all-time leading receivers. If students have trouble finding the specific page needed, teachers should give them the following address: http://profootballhof.com/history/release.jsp?release_id=1265.
- Next, the class will be provided with the chart to enable them to work with the statistics of the top NFL receivers, specifically those that are African Americans.
- Students will examine statistics to answer specific questions supplied by the instructor.
- At the Hall of Fame on the day of the visit, students will search for the specific statues, pictures and statistics of the top receivers in NFL history who have been inducted into the Pro Football Hall of Fame.

Materials:

- Teacher compiled entry form for statistics
- Access to the Internet
- Access to HOF's website at Profootballhof.com

Assessment:

- HOF provided format (stencil) for student use and evaluation of statistic compilations.
- Students will, through discussion and completion of activity sheet, show a total understanding of vocabulary associated with NFL receivers and statistics.



NFL's All-Time Receiving

(Through the 2006 Season)

1. Using the Hall of Fame's website, can you identify how many of the players listed in the top 20 are African Americans? _____
2. What is the % of the top twenty that are African Americans? _____

$$\frac{\text{Total Number That are African American}}{\text{Total Number of Players on the chart}}$$

3. What is the average number of years played by those ranked in top twenty receivers?
Add all the years up in the 5th column titled "Yrs" and divide by 20.
4. What is the average number of touchdowns the top twenty scored?
5. If Jerry Rice had 22,895 yards receiving in 20 years, on an average, how many yards/ year did he gain? _____
6. How many players in the Top ten are African American? _____
7. Which player in the Top 20 scored the least amount of touchdowns?

8. Which player in the Top 20 scored the least total yards? _____
9. Which player in the Top 20 played the fewest number of years? _____
10. Which player in the Top 20 played in the AFL and NFL? _____
11. Which player in the Top 20 has the highest average? _____
12. Which player in the Top 20 has the lowest average? _____
13. Which player scored the most touchdowns and most yards?



Subject: Mathematics

Lesson Title: Statistics: African American Rushers & Football Statistics

Goals/Objectives:

- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer.
- Select and use appropriate statistical methods to analyze data.
- Build new mathematical knowledge through problem solving.
- Apply and adapt a variety of appropriate strategies to solve problems.

National Standards met: Mathematics: 1-Number and operations; 5-Data analysis and probability; 6-Problem solving

Methods/Procedures:

- Students will first complete a series of exercises involving investigating African Americans in the NFL by using the search box at the Pro Football Hall of Fame's website and using specific vocabulary associated with the statistics, rushing and African Americans.
- As a beginning activity, students will be asked to specifically type in African American statistics in the hopes that they will eventually be able to identify the NFL's leading all-time rusher. (Emmitt Smith)
- Secondly, the students will come to the page that identifies the top twenty NFL all-time leading rushers. If students have trouble finding the specific page needed, teachers should give them the following address: http://profootballhof.com/history/release.jsp?release_id=1266.
- Next, the class will use the Top 20 list to enable them to fill in names and statistics of the top four NFL rushers (African Americans.)
- Students will compile statistics to answer specific questions supplied by the instructor.
- At the Hall of Fame on the day of the visit, students will search for the specific statues, pictures and statistics of the top 20 rushers in NFL history that are inducted into the Pro Football Hall of Fame (Walter Payton, Barry Sanders, Eric Dickerson, Tony Dorsett, Jim Brown, Marcus Allen, Franco Harris, John Riggins, and O.J. Simpson).

Materials:

- Teacher compiled entry form for statistics
- Access to the internet
- Access to HOF's website at Profootballhof.com

Assessment:

- Teacher created format (stencil) for student use and evaluation of statistic compilations.
- Students will, through discussion and completion of activity sheet, show a total understanding of vocabulary associated with NFL rushers and statistics.



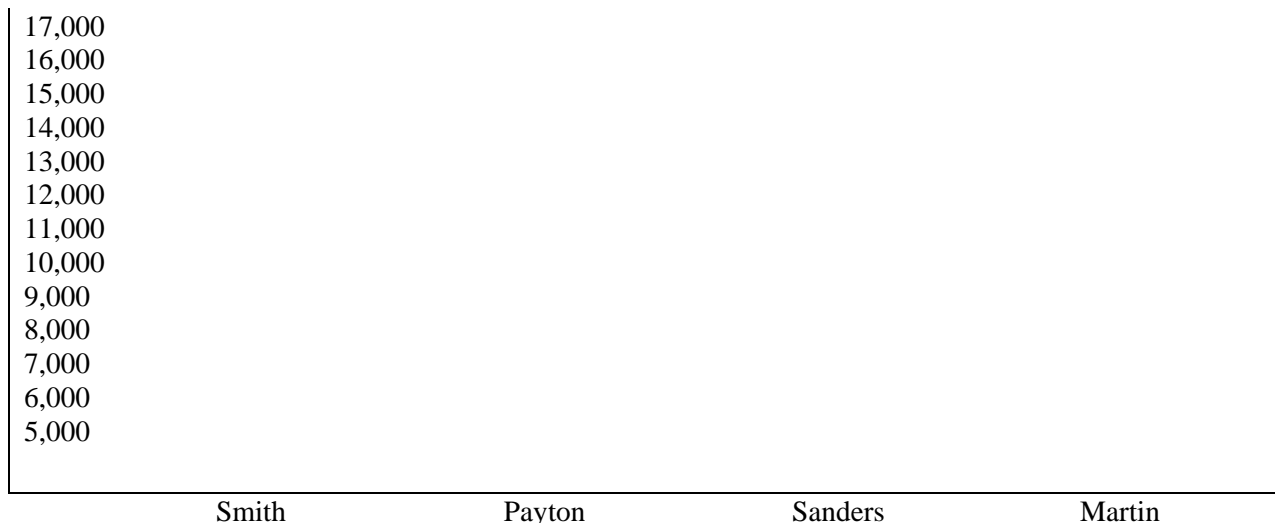
African American Rushers
The NFL's Top Four
(Through the 2006 Season)

Names	Total Yards	Team	Year
Emmitt Smith			
Walter Payton			
Barry Sanders			
Curtis Martin			

- The total yards by the NFL's top four rushers is _____.
- The average number of yards for all four rushers is _____.

$$\frac{\text{Total Yds.}}{4} = \underline{\hspace{2cm}}$$

- Label the graph to show how much each player rushed.



African Americans: Football History

Students: Print this page - then write your name at the top. The list of words to search for are shown below the puzzle. Circle the ones you find. Visit the Hall of Fame website at Profootballhof.com to find information on each person.

y e e h i a r s u t k x m g k f o l l i s p p t p
 d t z d d f o q h y m v v b z x f i c f p l k n c
 x i g r z s b j w e z d z s i q j i g u i l i l r
 l h e f f c e j u c s x t a l i a f e r r o f w r
 t z a d v m s m g k s t r o d e j h n j f w t a j
 t d x b e f o k r h g r d b a k e r h j y j r h f
 h y z n n k n a m k m t n u a b c z w u p u x i x
 r f w p e t r p w a s h i n g t o n d p u q h j t
 o a r m o z r d e o w w a h u d s o n m h n z w m
 w a o k c l h i n r v i l s m u j y e y y s w b s
 e j b b c d l l p g r o l n e a z w b e b v x n m
 r q r y c b o a i l s y r l g n r f i r n h f o g
 f m w e z t n n r l e h x s i z t s z s j h x p w
 e h n c k o a a a d l t e r m a u s h x o x f c e
 u r s l e u t i b l p a t l g i m g l a i r i i t
 m w a z m b f x s u d g r x l o t s o y l e w q b
 y o b r p t r j v h u l o d b q k h t n s l x i q
 y p e s k n w a g t e o s h j u s s t i f j t u i
 a y c l w e p p d o t l g v r f t n l u k v u g h
 q w m x h u e k x l o q b q h y s l f a n f r f z
 j c u v h l z l z a e w x o n r d f e e t n n h z
 c l t w u r t l c j d y e w u k v u x r n e e b v
 u b d w j t y o z s v y o n k r n j t o e m r l q
 l d d n w i p y g n v r h w s v n m o t l e y a l
 v q s j g d c d v f l v s r x f x e q x t n c s c

Follis	Baker	Robeson Williams
Pollard	Marshall	Turner Butler
Shelbourne	Slater	Myers Lillard
Hudson	Bradley	Strode Motley
Kemp	Washington	Thrower Shell
Taliaferro	Triplett	Tunnell
Perry	McDonald	Smith



Solution

(If needed for reference, print now)

y e e h i a r s u t k x m g k f o l l i s p p t p
d t z d d f o q h y m v v b z x f i c f p l k n c
x i g r z s b j w e z d z s i q j i g u i l i l r
l h e f f c e j u c s x t a l i a f e r r o f w r
t z a d v m s m g k s t r o d e j h n j f w t a j
t d x b e f o k r h g r d b a k e r h j y j r h f
h y z n n k n a m k m t n u a b c z w u p u x i x
r f w p e t r p w a s h i n g t o n d p u q h j t
o a r m o z r d e o w w a h u d s o n m h n z w m
w a o k c l h i n r v i l s m u j y e y y s w b s
e j b b c d l l p g r o l n e a z w b e b v x n m
r q r y c b o a i l s y r l g n r f i r n h f o g
f m w e z t n n r l e h x s i z t s z s j h x p w
e h n c k o a a a d l t e r m a u s h x o x f c e
u r s l e u t i b l p a t l g i m g l a i r i i t
m w a z m b f x s u d g r x l o t s o y l e w q b
y o b r p t r j v h u l o d b q k h t n s l x i q
y p e s k n w a g t e o s h j u s s t i f j t u i
a y c l w e p p d o t l g v r f t n l u k v u g h
q w m x h u e k x l o q b q h y s l f a n f r f z
j c u v h l z l z a e w x o n r d f e e t n n h z
c l t w u r t l c j d y e w u k v u x r n e e b v
u b d w j t y o z s v y o n k r n j t o e m r l q
l d d n w i p y g n v r h w s v n m o t l e y a l
v q s j g d c d v f l v s r x f x e q x t n c s c

Placed Words

Follis, Baker, McDonald, Smith, Pollard, Marshall,
Robeson, Williams, Shelbourne, Slater, Turner, Butler,
Hudson, Bradley, Myers, Lillard, Kemp, Washington,
Strode, Motley, Taliaferro, Triplett, Thrower, Shell,
Perry, Tunnell

