

# DIGGING

## Up The Past



### Celebrate Black History Month Every Month, All through the Year!

Welcome to the Winter 2025 edition of *Digging Up the Past*. As we head to print, we are also heading to Black History month – that month first established by Carter G. Woodson as Negro History Week. While the month has grown and flourished, during the other eight months of our school year, too many educational institutions fail to fully incorporate Black histories into their curriculum. As noted on our Department T-Shirts – “Black History is American History,” but it is also Latin American History and World History. Let’s make this semester one where we all work to center Black history in our classrooms and campuses. Be sure to check out our “This Day in History” pages for the many Black and Latine history events that can be celebrated throughout the winter and into the spring.



**1Anna Murray Douglass, from 540westmain.org.**

As part of Black History Month at WSU, the Department of History will be hosting a Frederick Douglass Birthday Celebration – February 13th, at 5pm (a day off schedule because of the weekend). While histories of Douglass, abolitionist, newsman, and diplomat, continue to inspire us, we often forget the quieter, yet critical activism of his spouse, Anna Murray Douglass, whose ingenuity and commitment to her family and to the cause, made possible Douglass’s successful flight to freedom, and who went on to serve as a conductor in the Underground Railroad, even while raising the next generation of the Douglass family. Thus, I close this welcome with a short biography of this remarkable partner, parent, and abolitionist.

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Anna Murray, whose parents, Bambarra and Mary Murray, were manumitted, was the first of her siblings to be born into freedom. Growing up in the South, she did not have access to formal education, and supported herself as a domestic worker. It was while still living in her home-town of Baltimore, that she met Douglass at a meeting of the East Baltimore Mental Improvement Society.<sup>1</sup> While a domestic worker in Maryland, Murray also bought fabric and made Douglass the sailor's suite he wore while he made his escape to freedom.<sup>2</sup> It was after he safely arrived in New York that Douglass and Murray married, with Douglass quickly developing into a leading voice of the abolitionist movement, while Murray supported their growing family at home.

For spouses of public activists, the price of their own commitment to the cause and to their family is often high. Historians suspect that, when in 1872, the family house burned to the ground, the cause was arson.<sup>3</sup> Yet even before this, throughout the 1850s and into the 1860s, Murray Douglass often managed their household as both home and Underground Railroad station without the aid of her spouse. In 1859, after John Brown's raid on Harper's Ferry, Frederick Douglass had to flee the country because proslavery advocates accused him of aiding in the failed plot. Even without the threats on his freedom and his life, Douglass was often away for months at a time (one time for two years). As noted by Herb Boyd,

After their marriage, the couple settled briefly in New Bedford, Mass., before moving on to Lynn, Mass., and later to Rochester, N.Y., where their home was part of the Underground Railroad and a safe house conduit for runaway slaves. Here, Anna Douglass, often in the absence of her husband, was the conductor, providing the fugitives with temporary accommodations and consultation. Douglass, after ascending to national celebrity with the publication of his slave narrative and as a newspaper publisher, was often on speaking tours for various abolitionist groups. Meanwhile, Anna Douglass, soon with four children, had to assist the runaways, manage the household chores and finances and care for her brood.<sup>4</sup>

As for many of our readers, Frederick Douglass is one of my top ten historical heroes. Yet, for me, it is important to remember that we are all of us – connected. The sinew that connected his life to Anna Murray Douglass is the same sinew that connected him to his larger communities, to the nation, and to all of us who work for justice in the twenty-first century. The life, labor, and love of Anna Murray Douglass made possible the life, labor, and love of Frederick Douglass, as well as the labor all we carry on today. Anna Murray Douglass: mother, spouse, seamstress, and Underground Railroad conductor – Presente!

1. Rachel Y. DeGuzman, "Another Look at Anna, the Other Douglass," 540 W Main, February 28, 2020, <https://540westmain.org/another-look-at-anna/>.

2. Rosetta Douglass Sprague, "Anna Murray-Douglass-My Mother as I Recall Her," *The Journal of Negro History* 8, no. 1 (1923): 94; Herb Boyd, "Anna Murray Douglass, more than a "Helpmeet" for her Famous Husband," *New York Amsterdam News*, March 8, 2018-March 14, 2018, p. 28, Ebsco Databases

3. Lorraine Boissoneault, "The Hidden History of Anna Murray Douglass," *Smithsonian Magazine*, March 5, 2018. <https://www.smithsonianmag.com/history/hidden-history-anna-murray-douglass-180968324/>

4. Boyd, p. 28.

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In This Issue: Our “This Day in History” section contains information on activists and actions from the months of February and March, with a special focus on Langston Hughes and Dolores Huerta. Our quotable person for this Spring edition of Digging Up is Pat Parker, a fierce Black feminist, who fought for the human liberation of all with on-the-ground health organizing and with the power of her pen. Our feature article is an interview of educator Adán, an educator and activist from the Inland northwest. Drew Gamboa, a second year PhD student with our unit, interviewed Adán last year and was willing to share that work with us. We hope you will be as inspired by his words and his history as we are.

As always, we are featuring undergraduate work in our abstracts pages and on our History Haiku page. Be sure to check them out and to consider sending work our way.

Adelante,

*L Heidenreich Z*

Dr. L Heidenreich Zuñiga

Spring 2025



## Undergraduate Research

College-level history courses enable you to explore aspects of the past that are important to you.

### **“The silent battle: Racism and the American Army during World War I,”**

by Kade Barry, History 250

Were American soldiers fighting a singular enemy during the First World War? No, minority soldiers called up by America not only had to fight the Central Powers, but their own nation's prejudices as well. Black citizens were more likely to be accepted for service for the frontlines than white citizens. Despite a massive increase in black soldiers, America kept the Army's training camps segregated, with inferior training and fewer resources in the black camps. Once deployed onto the frontlines, the men were often subject to racial discrimination by other soldiers and commanders. Some even saw their battalions relinquished to other nations' commands like France. Sources on this topic vary greatly from primary sources such as first-hand accounts and official military reports, to secondary sources such as post-war research. The past often tells you that America fought united against the foe, but when you research history another truth shows itself. Further investigation could help you frame the past, understand the present, and change the future.

### **“The fallout of Britain's Exploitation of Ireland”**

by Hussain Akoum, History 105

The thesis for my project was "The Irish people have a rich culture that has thrived despite the oppression of the English." In retrospect, I see that the thesis statement is less than perfect in encapsulating the content of the paper, but I unfortunately do not have a time machine on hand (if any readers happen to, please go back to 2012 and stop me from going to Del Taco). The most interesting thing I learned from the research was that the Great Famine in Ireland (1845-1852) was a direct consequence of Britain's policies. The reason that the potato blight caused such a massive scale famine was because most other food sources were forcibly sold to people in Britain, causing the Irish population to become reliant potato crops. History is one of the most fascinating subjects, as it is based on records made by other people from the past. Like passing a baton in a relay race, we pass written accounts of our lives into the future to inform them of who we were and what we went through. Thank you for your time.



### ***Undergraduate Research***

*College-level history courses enable you to explore aspects of the past that are important to you.*

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## **“Unearthing the Forgotten Heroes: The Untold Stories of Women in the Civil Rights Movement”**

by Kehaunani Yamanoha

Thesis: The contributions of women in the Civil Rights Movement have often been overlooked, but their impact was crucial to the success of the movement. For my project, I chose to focus on lesser-known female activists who played a significant role in shaping history. Utilizing sources such as oral histories, biographies, and primary source documents, I uncovered inspiring tales of courage and resilience. Throughout history female activists have played a significant role in shaping the world we live in today. One such activist is Ida B. Wells, an African American journalist and suffragist who fought against lynching and racial injustice in the late 19th and early 20th centuries. Wells used her platform to bring attention to the brutal violence faced by Black Americans and was a founding member of the NAACP. Another lesser-known activist is Dolores Huerta, a labor leader and civil rights activist who co-founded the United Farm Workers union with Cesar Chavez. Huerta fought for better working conditions for farm workers and was instrumental in organizing strikes and boycotts. These women, along with many others, made lasting contributions to social justice movements and helped shape history in profound ways. By shedding light on these hidden figures, I hope to inspire high school seniors to delve deeper into this important chapter of our nation's history.

## **“The World's Most Successful Revolution”**

by Luke Lavigne

From 1791 to 1804, in St. Domingue, Toussaint L'Ouverture led the first successful slave revolution, known as the Haitian Revolution. I researched the Haitian Revolution and Toussaint L'Ouverture's leadership role. In 1789, enslaved people made up roughly 85% of the population in St. Domingue, known as present-day Haiti. Sick and tired of the oppression they faced from the French and the plantation owners, the enslaved rose and revolted. Himself enslaved, Toussaint L'Ouverture became the face of this revolution. Over a period of ten years, L'Ouverture negotiated with foreign countries, battled on the front lines, and even joined the French military after reconciling with their government. His journey was full of strategic military advancements, tense governmental agreements, and the continued fight for freedom. The sources I used ranged from Toussaint L'Ouverture's own texts and treaties to monographs about the Haitian Revolution. I gathered many sources that focused on the 13-year revolution. The Haitian Revolution still stands as the only successful slave revolution in the world. It gives insight into the cruelties of colonialism and slavery from our past. This revolution lives on to remind us of the human spirit and legacy of all those involved in it.



## Quotable People | Quotable Past

Pat Parker: Poet, Feminist, Activist (1944-1989)



Pat Parker (left) with Audre Lorde, n.d.  
The Legacy Project,  
<https://legacyprojectchicago.org/person/pat-parker>

Pat Parker's activism grew in and from the intersection of both the women's liberation spaces and Black liberation spaces of the late twentieth century. Parker grew up in the South – in Houston, Texas, but moved to California as a young adult – first to Los Angeles to attend City College, then to Oakland California. In California she worked as medical coordinator for the Oakland Feminist Women's Health Center and was active in the Black Panther Party and the Black Women's Revolutionary Council.<sup>1</sup> Like many Black feminist poets of her time, her work was rooted in Black nationalism, a movement which emphasized "community, a revolutionary future, and a present subjectivity."<sup>2</sup> Activist poetry was central to both Black and Women's liberation movements because, as pointed out by Audre Lorde, poetry can move people to action.<sup>3</sup> Before dying with breast cancer in 1989, Parker had published five books and left a legacy on which activists continue to build today.<sup>4</sup>

- We as women face a particular oppression, not in a vacuum but as a part of this corrupt system. The issues of women are the issues of the working class as well. By not having this understanding, the women's movement has allowed itself to be co-opted and misdirected (BASTA Speech, 1980).
- If I could take all my parts with me ... and not have to say to one of them, "No, you stay home tonight, you won't be welcome," because I'm going to an all-white party where I can be gay, but not Black. Or I'm going to a Black poetry reading, and half the poets are antihomosexual, or thousands of situations where something of what I am cannot come with me. The day all the different parts of me can come along, we would have what I would call a revolution (*Movement in Black*, 1978).
- I am the Black woman/I am the child of the sun/The daughter of the dark/I carry fire to burn the world/I am water to quench its throat/I am the product of slaves/I am the offspring of queens/I am still as silence/I flow as the stream (*Movement in Black*, 1978).

1. "Pat Parker," *Voices from the Gaps*, <http://voices.cla.umn.edu/artistpages/parkerPat.php>.

2. Amanda Davis, "To Build a Nation: Black Women Writers, Black Nationalism, and the Violent Reduction of Wholeness," *Frontiers* 26. No.3 (2005): 24.

3. Audre Lorde, "Poetry Is Not a Luxury," in *Sister Outsider: Essays and Speeches* (Berkeley: Crossing Press, 1984), 36-39.

4. "Pat Parker," *Voices from the Gaps*.



## This Day in History



Photo of Langston Hughes taken for Robert Kerlin's "Negro Poets and their Poems" (1923)

Justice, by  
Langston Hughes

That Justice is a  
blind goddess  
Is a thing to which  
we blacks are wise:  
Her bandage hides  
two festering sores  
That once perhaps  
were eyes.

February 1, 1902: Birth of Langston Hughes, poet-activist, author of over twenty poetry collections and a dozen monographs. During the Spanish Civil War he supported the Republican faction, which sought to defeat the fascists, reporting on the struggle in the U.S. Black press and publishing his poetry in *El Mono Azul*. (TBH; DHZ).

February 14, 1817: Chosen birthday of Frederick Douglass, abolitionist, newsman and founder the North Star, women's rights advocate (DHZ).

February 21, 1936: Birth of Barbara Jordan, congresswoman, elected to the House of Representatives 1973-78 where she sponsored expanding the coverage of the Voting Rights Act and voted to impeach Nixon, taught 17 years at University of Texas. In 1994 she was awarded the Presidential Medal of Freedom (NWA).

February 22, 1876: Birth of Zitkala-Sa, writer; Sioux activist, suffrage activist, cofounder of the National Council of American Indians (NWA).

February 23, 1868: Birth of WEB DuBois, historian, editor, activist. Founding member of the NAACP, and the first African American to earn his PhD from Harvard University (DHZ).

Mar. 17-Apr. 11, 1966: Cesar Chavez, Larry Itliong, Dolores Huerta, and the National Farm Workers Association march from Delano to the California state Capitol in Sacramento to call attention to the exploitation of farmworkers. (UW).



## This Day in History



Huerta on a Delano Picket Line, 1966. From *Women and the American Story*,

<https://wams.nyhistory.org/growth-and-turmoil/growing-tensions/dolores-huerta/>

But we're all together now. We're going to reach out to each other, we're going to come together, we're going to walk the union picket lines, we're going to write letters for legislation, for the [Employee] Free Choice Act, to stop incarcerations of our Latino and African-American youth. Okay? More money for education. We're going to come together, to work together, and we're going to say, in Spanish, working together we can make it happen. Bring on human rights for everyone. Sí se puede (Huerta, Keynote, 2009).

Mar. 17-Apr. 11, 1966: Cesar Chavez, Larry Itliong, Dolores Huerta, and the National Farm Workers Association march from Delano to the California state Capitol in Sacramento to call attention to the exploitation of farmworkers. (UW).

Mar. 3, 1968: LA Blowouts. More than 1000 students peacefully walk out of Abraham Lincoln High School in L.A. with Lincoln High Teacher, Sal Castro, joining the group of students, in protest of school conditions. The student strike known as the L.A. Blowouts, would later have over 10,000 high school students walk out by the end of the week. To this day, the event still remains the largest student strike at the high school level in the history of the United States (UW).

March 12, 1929: Birthday of Lupe Anguiano, Mexican-American civil rights activist, served in the California Department of Health, Education and Welfare (1965), organizer for the United Farm Workers, and founder of the National Women's Employment & Education Inc. She was also a founding member of the National Women's Political Caucus (NWA).

March 17, 1910 – Camp Fire Girls is established as the first interracial, non-sectarian American organization for girls (NWA).

Sources: Oscar Rosales Castañeda, "Timeline: Movimiento from 1960-1985," Seattle Civil Rights and Labor History Project, University of Washington, [https://depts.washington.edu/civilr/mecha\\_timeline.htm](https://depts.washington.edu/civilr/mecha_timeline.htm) (UW); "Today in Black History," University of Pennsylvania African Studies Center, [https://www.africa.upenn.edu/K-12/Today\\_B\\_History.html](https://www.africa.upenn.edu/K-12/Today_B_History.html) (TBH); "This Month in Women's History," National Women's History Alliance, <https://nationalwomenshistoryalliance.org/events/this-month-in-womens-history/> (NWA); "This Day in History," Zinn Education Project, <https://www.zinnedproject.org/news/tdih/>; Library of Congress, <https://www.loc.gov/item/today-in-history/> (LOC); Research of Dr. Heidenreich Zuñiga (DHZ).



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## History Haiku

One of many creative endeavors in which history students engage, is History Haiku: snapshots of history, rendered in three lines (with syllables of 5-7-5). Below find several haiku by students in History 250 (Peoples of America). See if you can form a vivid mental image of the events and people of whom they write.

We flee the city  
A protest for liberty  
Risk all for freedom

*Emily Anderson*

Zoot suits light the night  
Clashes spark on city streets  
Our Brown pride grows strong

*Matthew Orcutt*

Black flight to Freedom  
Steep hills and valleys remain  
The fight continues

*Payton Dunn*

Grape fields stand silent,  
Chávez leads - a voice of peace,  
Justice at the farm

*Benjamin Hanson*

Cherokee Riders  
Watie leads through Southern lands  
While Ross turns to the North

*Benjamin Hanson*

A harvest on pause  
Nixon sends more grapes to war  
Soldiers eat our strike

*Kade Barry*



Do you have history haiku you would like to publish? Submit your work to Dr. Heidenreich Zuñiga at [Lheidenr@wsu.edu](mailto:Lheidenr@wsu.edu). Be sure to write "haiku submission" in the subject line.



## An Interview with Educator Adán, by Drew Gamboa

Drew Gamboa and is a graduate student in the Department of History at Washington State University. Below are excerpts from an oral history interview he conducted with Adán—a person who has been involved within the Latino/a/x community for decades. Born in rural northwestern Washington, Adán shared experiences growing up as part of the migrant stream in the 1950s, and his educational experiences as a young Chicano. His closing advice to younger generations reflects the spirit that motivates many Chicanos.

A Note from Drew Gamboa: I am grateful that Adán, who had such a strong impact on our community, was willing to share countless stories with me and with you. I hope you find the interview as meaningful as it was for me, and that his stories/history will inspire you as you progress through your education. ¡Dale Gas!

### **“This is part of my experience...”: The Education of a Young Chicano**

*Drew: What were your experiences like between you and your peers, and the teachers and counselors who worked at the grade schools you attended?*

Adán: ... I remember kids—when I got a little bit older—they would talk about their summer experiences and talk about them going camping. I said, “Well, hey, we went camping, too. We stayed at about 2 different labor camps.” [laughter] I didn’t realize that was what poor, working people did at that time. But I was very proud of it and learned how to work. I think it did more good than harm. Usually, my parents would do *los trabajos*, the jobs in the state of Washington up until the weather started getting cold, and there just wasn’t a lot of work. Come *octubre o noviembre*, we headed south. We would go to Arizona, Tejas or California, because there, it was hot. They had *algodón*, cotton and other crops, *los duraznos*, picking peaches. We did that from grade two until I went to grade nine, just moving around a lot.

I had a teacher, Mrs. Diaz, when I was in California, must have been in eighth grade. She was a very nice lady. She also believed in me... I remember she also encouraged me to hang out a little more with the Latino kids rather than get in trouble on the school grounds. I was always fighting with the white kids, primarily because they would try to beat me up. I didn’t like it, I fought back, and they weren't used to it... She was very instrumental in helping me. She helped me break out of the mold and be happy in my own skin, with my own people, if you will.

In Washington with just very few of us in the school, the only way that I could really prove myself was to do athletics and academics. By my senior year, I became a pretty good wrestler and a very good student. I was offered an academic scholarship at Western Washington State College and later went on to wrestle there. I hadn't seen college as a possibility. My parents didn't have the foggiest idea what college was, but I had one schoolteacher who really believed in me. I still remember him to this day. He helped me get the scholarship to go to university.

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An Interview with Educator Adán, by Drew Gamboa



Western Washington College, 1960s  
From  
<https://www.wwu.edu/history-of-wwu>  
Used in accordance with Title 17 U.S.C.  
Section 107

*Drew: What was your experience like at Western Washington State College?*

Adán: My first year was a rough transition for me. I missed my parents a lot. I used to come home on the weekends and work in the fields with my mom. I came from a culture that was straight arrow. And so, that was my first introduction to the other side of things.

When I went to university, there were two teachers that I identified strongly with. One was a lady named Lupe. She was my Spanish teacher. She was from Mexico. I remember she was very fair complected, but very, very proud of her Mexican heritage. The other one was Doctor Hernandez. I was having some problems in school, at university adjusting, so one day I went into his office. He sat me down and said, “Adán, *volteáte*.” I turned around and there was this great big bookshelf from wall to wall. He said, “Adán, I have read every single one of those books at least once, if not twice. You can do it, too. *No te dejes*.” To me, that “*Si se puede*” really stuck with me. It was just my first year in college. I'm not so sure that I would have kept going had I not had good role models who believed in me. Role models are absolutely critical...

By my second year, I was not wrestling as many matches. This is part of my experience. There's a reason for this story. I was walking back from the gym in my wrestling tights. I don't know if you've wrestled, but we wear these crazy tights. I walked by a ballet studio, and there were all these beautiful girls in ballet tights. I said, “They have tights. I have tights. I could do this!” So, what did I sign up for the next quarter? Ballet. [laughter] The reason I say that is because that was part of my world. In my sophomore year in college, I became very familiar with ballet, with modern dance, and with the drama scene. I was in a couple of plays, minor parts. The reason I say that is—to this day—I love ballet... It didn't take me long—after a year or two of being a jock on the wrestling team—to figure out that I had a different mentality. That just wasn't me.

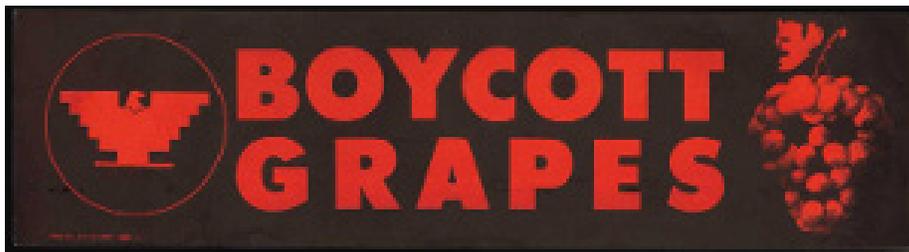
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*An Interview with Educator Adán, by Drew Gamboa*

I think it must have been my sophomore year. I had a Latino roommate. I think we lived together for two quarters. He had just spent time in correctional institutions, and you think, “Wow! Must have been a bad ass.” Well, no, he was one of the nicest guys I ever met. We read a lot of poetry, had a lot of fun, and studied really hard. We had a lot of *cultura*, *Chicanismo* to share. As I got further and further into school, I just found that I was a lot more comfortable in that whole area. Even when I went on eventually to graduate and went over to WSU, most of my friends were Latinos—not by choice but because of that sense of connection. By then, I had just sorted out, “I’m not one of those guys. I’m just not.” That’s why I hung around with people that I could relate to, from the same ethnic group or from the same political motivations.



UFW Grape  
Boycott Bumper  
Sticker  
From  
<https://facingfreedom.org/media/104/colorbox>  
Used in  
accordance with  
Title 17 U.S.C.  
Section 107

After my sophomore year, I stopped wrestling in college. That's when I started getting involved in the political scene, *la huelga*, United Farm Workers, with MEChA. I did a lot of picketing, a lot of picketing, but also running into Canada with people that wanted to do things differently or immigrants who needed to go somewhere where they felt more welcome than they did here... I was also involved with the draft resistance movement. This was during the Vietnam War. By my junior and senior year, I became ‘woke.’ By then, there were a lot more Chicanos, not only at Western but throughout the nation. There was a strong antiwar war movement. Many of the Latinos were getting drafted to go to the war, but many also resisted. I was one of the resisters. It was a lot more important to do that, then to go kill people that I didn't know...

By the time I graduated from senior year, I started being a little bit more mainstream, that is working in more accepted institutions and within the government culture. I worked at WSU and Columbia Basin College. I worked at the high schools, and I don't regret it, but here's always been that little bit of rebelliousness, the core still. I think a lot of the students that I worked with respected that. They appreciated that.

### **“We owe something to our community”: Advice for the Next Generation**

*Drew: If you could share advice to a younger person that may have similar experiences to those you had when growing up, what type of advice would you give them?*



*An Interview with Educator Adán, by Drew Gamboa*

Adán: Two things that I believe in very strongly: one is the sense of work. *Si no trabajas, no comes*. If you don't work, you don't eat, okay. The other thing is, it's important to know who you are and not to forget your identity. That doesn't mean you don't get along with other folks. That just means that we have an obligation to work strongly for our ethnic communities as well.

I tried to encourage the students I worked with to be involved in a situation where they can give back to the community in some fashion. Not just their ethnic community but helping poor folk. I think it's incumbent upon us to help people out of poverty, and especially into the next generation to do better than yourself. I take great pride in that. I think it's working for your community and helping people get to a different level. That's basically what I've done all my life. I probably will do it till that last nail on my casket. We owe something to our community.

### **Learn More About Twentieth Century Chicana/o/x History:**

Ernesto Chávez. "Chale No, We Won't Go!: The Chicano Moratorium Committee." In *"¡Mi Raza Primero!" (My People First!)*, 61-75. United States: University of California Press, 2002.

Garcia, Jerry, ed. *We Are Aztlan: Chicana Histories on the Northern Borderlands*. Pullman, Washington: WSU Press Washington State University Press, 2017.

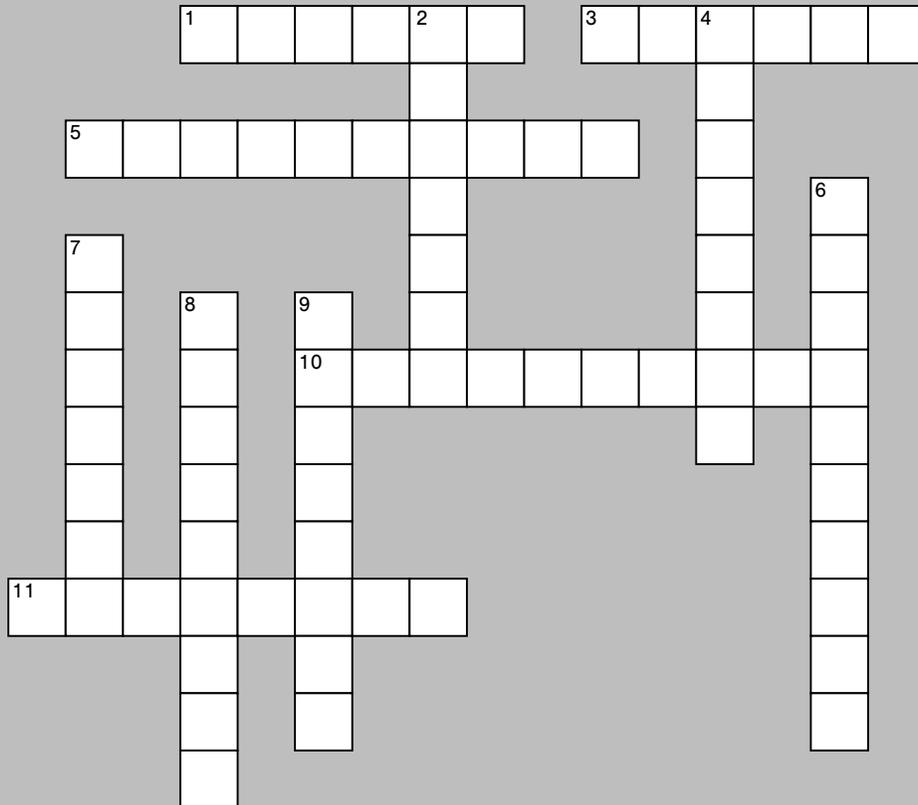
Garcia, Jerry, and Gilberto Garcia, eds. *Memory, Community and Activism: Mexican Migration and Labor in the Pacific Northwest*. East Lansing, Mich: JSRI Books, 2005.

Garcia, Mario T., Ed. *A Dolores Huerta Reader*. Albuquerque: University of New Mexico Press, 2008.

Martinez, Elizabeth. *500 Years of Chicana Women's History = 500 Anos de Historia de Las Chicanas*. New Brunswick, N.J: Rutgers University Press, 2008.

# This Month in History

## A Time of Poetry and Protest



www.CrosswordWeaver.com

### ACROSS

- 1 Dolores \_\_\_\_\_. Helped lead the farm worker's march to Sacramento. Gave a speech saying "we're all together now."
- 2 WEB \_\_\_\_\_. First African American to earn a PhD from Harvard University.
- 3 She was cofounder of the National Council of American Indians.
- 4 The name of the newspaper Frederick Douglass founded.
- 5 The month when David Richmond and three fellow-students staged a sit-in at Woolworth's.

### DOWN

- 2 Sal Castro was one of these at Lincoln High.
- 4 In LA, more than 1000 students walked out of high school, protesting racism and poor school conditions.
- 6 The National Farm Workers Association marched to here to demand better work conditions.
- 7 The title of a poem by Langston Hughes. Its first line is "That Justice is a blind goddess."
- 8 Frederick \_\_\_\_\_. Abolitionist, newsman, feminist.
- 9 Lupe \_\_\_\_\_. An organizer for the UFW, she also co-founded the National Women's Political Caucus.



## Spring History Quiz (all five answers can be found in this edition of Digging up the Past)

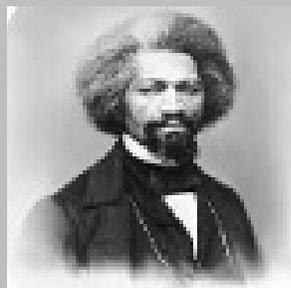
The spouse of Frederick Douglass, she was also a conductor on the Underground Railroad:



Quotable Past:

Who wrote “I am the Black woman/I am the child of the son/The daughter of the dark”?

In college, educator Adán, quit wrestling and began to participate in the arts. In which art form did he study and train?



What is the chosen birthday of Frederick Douglass?

How many lines are in a history haiku?

Bring your answers to the Department of History Office in Wilson-Short 301 (Washington State University, Pullman) for your **LOADED HISTORY MUG!**