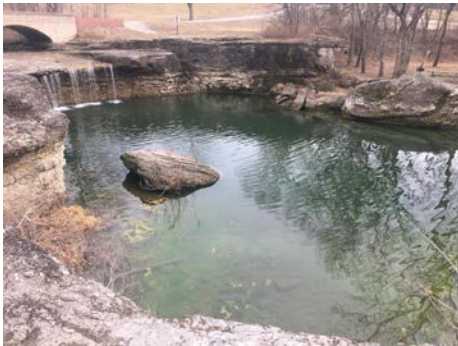


# Do You Know this Missouri History?

by Liberty North High School  
juniors of Black Students United



2017



Liberty, Missouri, USA  
[www.ccaal-garrisonschool.org](http://www.ccaal-garrisonschool.org)

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Part 1

# **Research**

## **Inspired by Visit to Clay County Archives**

Introduction to Part 1:  
**Fieldtrip to Clay County Archives  
and to Woodneath Library**

*Synthesis of five-minute writing exercise during Eagle hour on February 6, 2017,*

*by*

*Alysha Burney,*

*Jasmine Bor,*

*Malatcha Eredia,*

*Mya Foley,*

*Raiisha Parker and*

*Tiara Hill;*

*Jacque Starnes and Timothy Davis were also on the fieldtrip*

Last Monday some juniors of Black Students United of Liberty North High School went on a fieldtrip. We learned a lot. We went first to Woodneath Library and walked around. One of us didn't even know it existed, but another one of us goes to that specific library almost every other day.

The librarian told us about how she became a librarian, and she gave us a tour around the library. We went to the teen section. We talked about things to do at the library. It's not only for books. We toured and explored all the wonderful things that the library does other than loaning books out to the community. The librarian showed us where our projects will be displayed and told us we can go and do our research there whenever.

I remember Mr. A. J. Byrd and Mr. Hollingsworth, of Clay County African American Legacy, Inc. and Garrison School Cultural Center, talking about different events and steps they are taking to make students mentally stronger.

Then we went to the Archives, and we learned about what the Archives are. The volunteers told us some of the things we could find there and how we could do a research project about anything we wanted that was there.

We looked at old newspapers and files. We chose a topic / person and did continuous research on it. We started writing about the topic we chose. It was a very fun and knowledgeable experience.

We learned different things about our culture. It was interesting to learn more about culture and history. I got a lot of documents on my topic and learned a lot about it. I learned that Perry Samuel was Jesse James' stepbrother. The topic I chose was Celia that killed her master. Others were going over other criminal cases.



We had lunch which was good. We talked about what we decided to do our research on. Then we were told that the folder of information we used would be available at the school library, so we could continue our research.

I went with my group of friends. It was fun. I also learned a lot. We all got to bond and were chatting over lunch and on the bus. We took the bus back to the school and waited to get back to class.

It was a great experience not just for me but for my friends and teachers. This particular BSU fieldtrip will actually help us in the future.

# Mothers struggle with slavery in the 1800s

Tiara Hill  
Liberty North High School  
March 2017

Close your eyes. Imagine your children running across the lawn along a white picket fence while the summer breeze blows through the trees. Allow yourself to hear the summer song of nature. Take it in...

Now, with your eyes still closed, imagine you are the mother or father of those children in the year of 1850. Imagine the summer sun beaming against your skin while you are working outside on a plantation for the majority of the day. No water and no food until more than half the work is done. You are tired and you still have babies to tend after returning to your slave cabin, so there is no giving up now. Imagine yourself having that life and



motivation every day until the day comes where you are either free or the Lord takes you to his heavenly home.

In the year 1850, slavery was still a common practice. African Americans had been kept enslaved and tortured for many years, from generation to generation. You may ask yourself, How can you let someone enslave you? Or, How can you allow this to happen for so many years without *raising a voice*?

Many others have asked such questions

and many have done so much to help. Martin Luther King, Jr. once said, "Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed." African Americans and other people have struggled for their liberties and freedom, even if it meant death. Many others, like Martin Luther King, fought for our freedom, such as Frederick Douglass, a man born enslaved who became a hero of his time; Harriet Tubman who pathed

the way to freedom for many others who were enslaved; and Claudette Colvin and Rosa Parks who refused to let anyone tell them no.

Annice, a Clay County, Missouri woman, was the mother of five children: Ann, Phebe, Nancy, Bill, and the youngest. Nelly. Two of them were her own flesh and blood. She was a Negro woman who was enslaved by her master Jeremiah Pryor. In the 1800s, it was unusual for mothers to kill their young but it was sadly comprehensible. Murdering one's children is unthinkable, but it did happen in the case of Annice. I believe in the mind of Annice, who killed her children on July 27, 1828 (the first recorded murder in Clay County's 22-year history), she couldn't bear the thought of her children having to deal with the subjugation and abuse of the white man's hand at that time.

Like Annice, another woman by the name of Margaret Garner, also known as Peggy, murdered her children in the 1850s. When Margaret came to understand that her children would be sold, she and her family escaped from Boone County, Kentucky in January of 1856 but then were apprehended by the U.S. Marshals, acting under the fugitive slave act of 1850. The Garner family, for a moment, had the sweet taste of freedom by "crossing the frozen Ohio River to Cincinnati" (Wikipedia). But then they were caught and put back as slaves. Margaret Garner made the decision that this would not be the life of her four children and wanted to end the life of subjugation. Although she didn't make her way to kill all of her children, nor herself, she did manage to slice the throat of her two-year-old daughter with a butcher knife and heavily wound her other children as she was preparing to kill them as well before killing herself.

The character of Sethe in the book *Beloved* by Toni Morrison was inspired by the person of Margaret Garner. Oprah Winfrey played the part of Sethe (see above photo) in the movie based on the book.

With the actions of these two women, Annice and Margaret, you can see the drive to become free. There was a debate about whether to try Garner as property or as a person. In the case of Annice, the attorney wanted to push for her to be hung.

Annice was charged with murder by choking, suffocating and drowning her children. Fifty jurors were selected, and this was narrowed down to 24 and then finally to 12. Annice was sent to the Jackson County jail because Clay County

didn't have one. There she spent 24 days which cost 37½ cents per day, the ending amount



being about \$9.00. She was then brought to trial in July which ended in the verdict of guilty and Annice being hung Saturday the 23rd of August 1828.

### **Sources**

Primary documents from the **Clay County Archives** and newspaper clippings from the personal files of Garrison School Cultural Center historian **Dr. Cecelia Robinson**, Emeritus Professor, William Jewell College.

***Beloved***, by Toni Morrison, Published by Vintage in 2004, originally published 1987.

### **Wikipedia Article on Margaret Garner**

[https://en.wikipedia.org/wiki/Margaret\\_Garner?scrlybrkr=7ca424a9](https://en.wikipedia.org/wiki/Margaret_Garner?scrlybrkr=7ca424a9)

# Black barber from Liberty goes West

by Raiisha Parker, Liberty North High School, April 2017

Barber shops are important aspects of the African-American community. They are much more than just a place to go to get your hair done: they are like family. You can step inside and immediately feel like you are at home and speak your opinions, get advice, and connect with neighbors and friends. Not all of the early barbershops were really in a “shop.” Some were located on front porches or in yards.



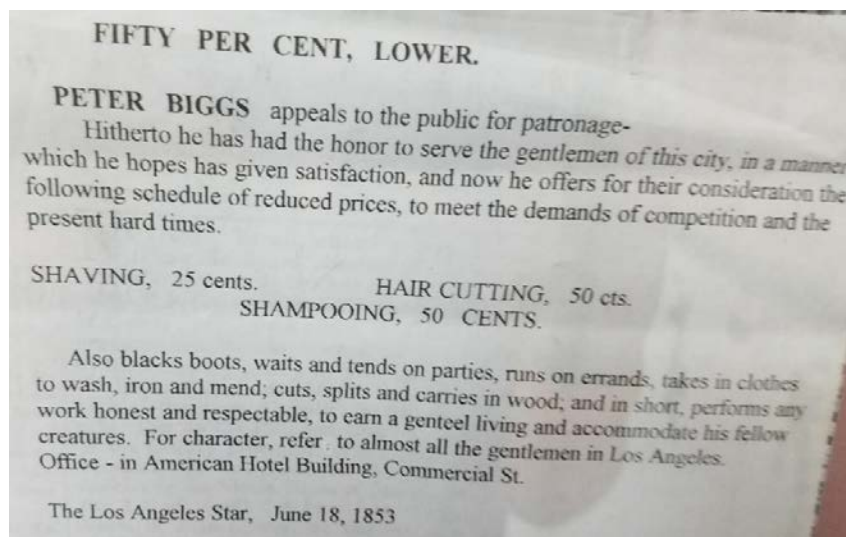
Hair, for Blacks, is important. Blacks have adopted different hairstyles that follow European styles of beauty. Blacks have also been inspired by their own roots to create their own styles that show how their culture is different. They use hair products to keep their hair healthy and style it in unique ways.

The significance of black barbers is well known in the culture. During the 19th century, when an African American had a barber shop, it would serve wealthy, white people. For a black man to approach a black barber was difficult, because black barbers used their tools on white clients. White barbers tried to compete with the black barbers. Prof. Quincy Mills (see Oatman-Stanford, 2014) explained that black barbers were enslaved or free. Either way, they tried to figure out ways that they could have a little money in their pockets and have control of what they did.

**Peter Biggs was the first American and first black to open a barber shop in Los Angeles, California.** He was one of the most famous African-Americans from Clay County to make a fortune in the West. He was from Liberty, Missouri. According to W. Sherman Savage (1977)

in *Blacks in the West*, Biggs amassed an appropriate amount of money or wealth from barbering. Biggs was known as “Pete the Black Democrat” and “Don Pedro” by his Mexican friends. He went to Los Angeles in the 1840s. Even on election days, politicians counted on Biggs for haircuts.

When he first opened his barber shop, he charged high prices because monopoly was going on at the time. He charged fifty cents for haircuts, fifty cents for shampooing, and twenty-five cents for shaves. Not only was Peter Biggs a barber, he also offered his personal services in other ways such as cleaning, polishing, drayage (transportation of goods over a short distance), washing, ironing, running errands, blacking boots, and waiting and tending parties.



Peter once was enslaved and owned by Ruben Middleton of Liberty, Missouri. They migrated West in about 1848, during the California Gold Rush. By 1852, Biggs had earned enough money to purchase his freedom.

Biggs could speak Spanish and once married a Spanish woman. He served as an interpreter while handing messages from gentlemen to women.

Biggs' life was cut short when he got into an argument with a Mexican man at a restaurant and was stabbed. So far, no one knows what the argument was about.

### Sources of information

*Blacks in the West*, by W. Sherman Savage, published in 1977 by Greenwood Press of Westport, Connecticut, available at the KCMO and KSKS public libraries,  
<https://books.google.com/books?isbn=0313201617>

Primary documents from the **Clay County Archives** and from the **personal files of Dr. Cecelia Robinson**, Emeritus Professor of William Jewell College.

“Straight Razors and Social Justice: **The Empowering Evolution of Black Barbershops**,” by Hunter Oatman-Stanford, May 30, 2014,  
[www.collectorsweekly.com/articles/the-empowering-evolution-of-black-barbershops](http://www.collectorsweekly.com/articles/the-empowering-evolution-of-black-barbershops)

Note: first two photos are from this third source; third photo is from the second source





# Celia of Missouri is pushed to the edge

by Malatcha Eredia, Liberty North High School

Celia was about fourteen years old when she was enslaved on a Missouri farm. She was repeatedly raped over five years by her middle-aged owner, Mr. Robert Newsom. He had two children with Celia.

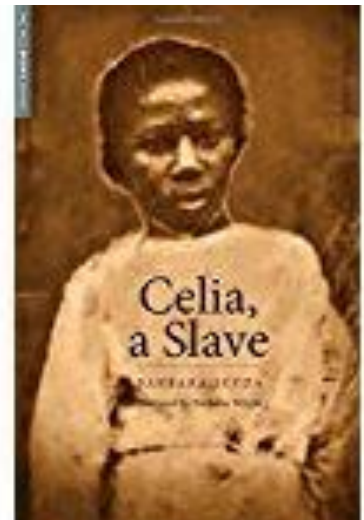
One night, Mr. Newsom came into her cabin, and she begged him not to touch her, but all that ended when she grabbed a stick and struck him and killed him. She burned his body in her fireplace.

The Newsoms started to get concerned about Mr. Newsom's disappearance. In exchange for two dozen walnuts, Celia enlisted Mr. Newsom's grandson, Coffee Waynescot, to help her shovel ashes into a bucket and put them along the path leading to the stables.

On the morning of the 24th of June 1855, Mr. Newsom's daughter Virginia searched for her father in a nearby creek, hoping that her father hadn't drowned. By later in the afternoon, there was a search party going around trying to find Mr. Newsom.

Celia's boyfriend, George, was questioned. He said suspiciously that "it was not worthwhile to hunt for him anywhere except close around the house" and pointed to the path leading from the house to Celia's cabin. George had basically given Celia away but didn't say her name.

At first, Celia denied everything, even when her questioners told her that they would take her children, but she finally confessed to the murder of Robert



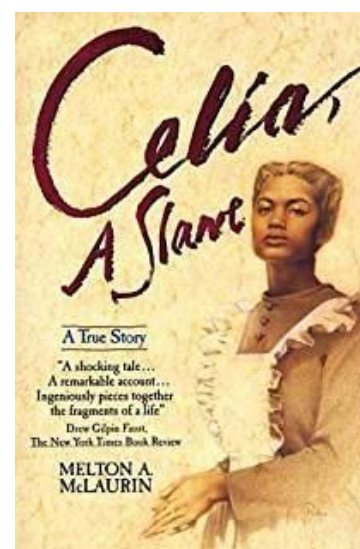
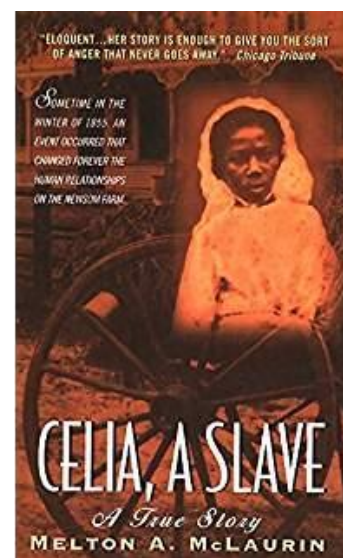
*Celia, A Slave*, written as a play by Barbara Seyda, received the 2015 Yale Drama Series Award and was published by Yale University Press in 2016.



Newsom. The search party leapt up and kept going until they found his remains. They finally came up with his ashes, bones, belt buckle and pocket knife. All of his belongings were placed in a box during the inquest that was to come...

Sources: Personal file of Dr. Cecelia Robinson and  
[https://en.wikipedia.org/wiki/State\\_of\\_Missouri\\_v.\\_Celia,\\_a\\_Slave](https://en.wikipedia.org/wiki/State_of_Missouri_v._Celia,_a_Slave)

Also see: [www.famous-trials.com/celia](http://www.famous-trials.com/celia) and the following books.





# A fountain of freedom

## in downtown Liberty

The Freedom Fountain in downtown Liberty, Missouri commemorates **African American entrepreneurs, pioneers, churches, schools, and 19th and 20th century Clay County residents.**

It is a drinking fountain, a **fountain of freedom to inspire everyone.** It was created by Clay County African American Legacy, Inc. in 2000 and dedicated in 2001.

Our very own Dr. William Jewell was anti-slavery, and he went to court in 1846, seventeen years before Abraham Lincoln signed the Emancipation Proclamation, to emancipate his four slaves.

Some of the businesses in Excelsior Springs that are honored on the monument at the fountain include Ruben Frazier's **Blacksmith shop**-1880, Star **Bath House**-1880, and C. A. Moore-1947 **Barber Shop & Bath House.** Some of the people honored include 19th century Clay County residents Walter **"Inky Dot" Gibson** (civic worker, White Oak), **Hazel Sublette** (laundress and formerly enslaved woman who built a church in Missouri City), and **Perry Samuels** (stepbrother of Frank and Jesse James).

Some very important people attended the dedication ceremony including members of the Color Guard of the **Buffalo Soldiers of Missouri**; Dr. Cecelia A. Robinson, Professor at William Jewell College; the talented and versatile

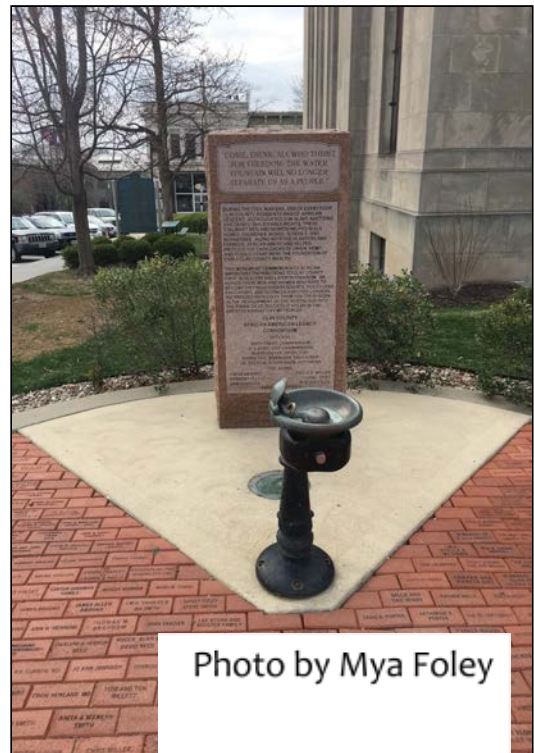


Photo by Mya Foley

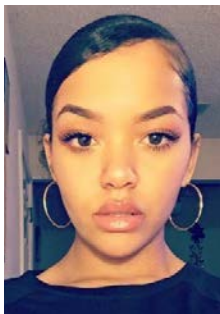
**vocalist Lori Tucker**; and the Honorable Guest Speaker, Bob Holden, **Governor of the State of Missouri** at the time.

There were **some conflicts** with the Freedom Fountain. Chris Neff mentioned in a letter to the editor of the *Liberty Tribune* newspaper that by creating this fountain we are “merely segregating ourselves again,” because if we were really free we’d be “Drinking from the same fountain.”

The Freedom Fountain is not only a tribute to African American culture, but also a **blessing**. It is a blessing to know that we are recognized, and not just recognized for our color, not just recognized for our style or hairstyles, but recognized for what we’ve done for the world and recognized for the diversity we bring along with others.

I’m proud to say that I am a young black woman in America who will never give up and never lose faith in God, for He leads me to greatness. I’m proud to have curly hair that is sometimes unmanageable. I am proud to say that one day, my name will mean something great, and, who knows, it may end up engraved on beautiful stone alongside the names of my dynamic peers, all of us contributing to community, just like those honored on our Freedom Fountain in downtown Liberty.

*Sources: Newspaper clippings and other documents from the **Clay County Archives** and the **personal files of Dr. Cecelia Robinson, Emeritus Professor of William Jewell College** and **Historian for Garrison School Cultural Center**.*



by Liberty North High School junior  
**Mya Foley**, April 2017

Part 2

# **Sites of Cultural and Historical Significance**



# Long walk of seclusion to Tryst Falls

Tiara Hill  
Liberty North High School  
March 2017

Researching the historical figures of Annice of Missouri and Margaret Garner of Kentucky (see paper in Part 1) sparked my interest in visiting the site where Annice murdered her children in 1828. The site is located between Kearny and Excelsior Springs and is now called Tryst Falls Park. Near the falls is a mill that was used to grind wheat into flour and corn for meal.

In my research, I read that there was a sign near the falls saying “Water falls into basin where a Negro slave drowned her children in 1828 and was hung for the deed” and that the sign was put in place in 1976 and kept there until the year of 1994 (see Frazier, 2001, p. 170).

My first time at Tryst Falls was wonderful, despite the atrocity that occurred there almost 190 years before. I remember the amazing weather. The wind was blowing, and I heard the sound of water falling and hitting the pond below it (see picture). I saw kids with their parents and adults with pets walking in what is now a park for the community.



Being there with Mrs. Henning (a former teacher who works at the Clay County Archives where I volunteer), walking and talking, was so mind blowing. She and I were walking on history, walking with history. It was so peaceful.

But it was also stifling, as we settled there on the bridge. Mrs. Henning and I wondered out loud about Annice’s thoughts about her children. Then we sat silently. I tried to grasp and comprehend the mindset of the former enslaved Annice.

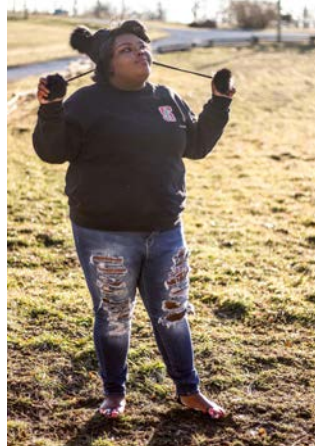


I tried to understand what must have been going on in her head and in her heart during those five miles, approximately, that she walked with her five children to the mill. She did not want them to be sold away from her. And what about Annice's life after that? What was she thinking about that? All this made me think about my life and what will become of us and our world in the future.

### Sources

Primary documents from the **Clay County Archives** and newspaper clippings from the personal files of Garrison School Cultural Center historian **Dr. Cecelia Robinson**, Emeritus Professor, William Jewell College.

***Slavery and Crime in Missouri, 1773-1865***, by Harriet C. Frazier, published by McFarland in 2011, <https://books.google.com/books?isbn=0786409770>, preview 2001 edition here: <https://books.google.com/books?isbn=0786409770>



# Mt. Olive Baptist Church becomes White Oak Chapel

by Alysha Burney, Liberty North High School,  
April 2017



There were communities of “free” blacks in Missouri during slavery. The free black community that stands out the most to me is White Oak, originally called Strawberry Hill. White Oak was located approximately two miles north of Vivion Road in Kansas City. It was settled

by a group of “free” Negroes on land given them by Fountain Waller around 1875. After World War II, the community of White Oak began to age, with fewer buildings and fewer residents.

Mt. Olive Baptist Church there was rebuilt, with white oak timbers, into White Oak Chapel in 1912. The Chapel was later relocated to the site of Stroud’s restaurant.



See: “White Oak: A Tender Side of the Racial Divide,” by William Jewell College alum Evelaca Dobbins, [http://l.b5z.net/i/u/10113329/f/Student\\_Essays/dobbins\\_2006-2007.pdf](http://l.b5z.net/i/u/10113329/f/Student_Essays/dobbins_2006-2007.pdf)



# At Garrison School learning about women in the Civil Rights Movement

by Alysha Burney, Liberty North High School, April 2017

During my visit to **Garrison School Cultural Center** in Liberty, Missouri, Ms. Ina Montgomery, using a PowerPoint presentation with black and white and color photographs, presented to us about the history of African-Americans and how far we have come. During the presentation, I learned a lot of new things about history that I had never really known before.

While I was at Garrison, I was also able to speak with Mrs. Rosa Weston Patterson about my reading and essay project on the **White Oak community of northern Kansas City**. She told me a bit about the history of the community and how part of her family had lived in White Oak (see previous essay).



Mrs. Montgomery talked with us a lot about the **Civil Rights Movement**, which led to the Civil Rights Act of 1964 and the Voting Rights Act of 1965. She spoke **in particular about women who were leaders in the movement**. A part of the movement that really stood out to me was when she told us about the **sit-ins**. A sit-in was when a group of black individuals walked into a restaurant and sat down and waited for service. White people spat, yelled, and threw things at them to try to make them leave, but they stayed there to show them that they were serious about being treated equally. Back then, blacks were not allowed to eat in the same restaurants as whites – even though they were cooking the food white people were eating (see *Scientific American* blog post about Jim Crow).

**Early sit-ins were organized, in 1958, at Dockum Drug Store in downtown Wichita, Kansas, by Carol Parks Hann** and her cousin Ron Walters (see [wagingnonviolence.org](http://wagingnonviolence.org)). There is a bronze statue in a pocket park on Douglass Avenue in downtown Wichita, to commemorate the efforts of Hann and others, which led to the Dockums desegregating the counters at all nine of their stores.



“Sometimes simple ideas are the most powerful – like standing up by sitting in” (quote from waymarking.com).



Another part of the Civil Rights Movement that stood out to me was when **Claudette Colvin** was arrested on March 2, 1955, at the age of 15, for refusing to give up her seat on a bus in Montgomery, Alabama, nine months prior to Rosa Parks doing the same. Much of the writing on civil rights history in Montgomery has focused on the arrest of Rosa Parks. While Parks has been heralded as a civil rights heroine, the story of Claudette Colvin has received little notice.

Some have tried to change that. While her role in the fight to end segregation in Montgomery may not be widely recognized, Colvin helped advance civil rights efforts in the city. (see biography.com)

In 2000, **Clay County African American Legacy, Inc. (CCAAL)** was founded during Kansas City’s 150th “Celebration of the Heart.” The focus of this organization is to help the life of citizens by educating adults and youth. In 2001, Clay County African American Legacy, Inc. raised money to build a Freedom Fountain monument in Liberty, Missouri, on the lawn of the old courthouse square. Garrison School has been around for 140 years. It was established in 1877 as a black school for the youth. Today, about 60 years after the “integration” of schools, it serves as a site for community activities organized by CCAAL and **Garrison School Cultural Center** (see ccaal-garrisonschool.org).

Sources

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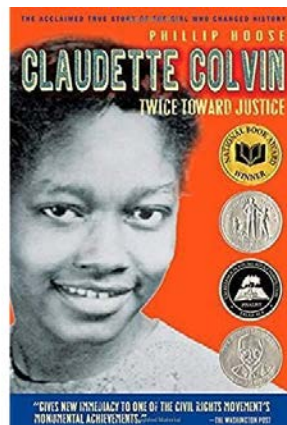
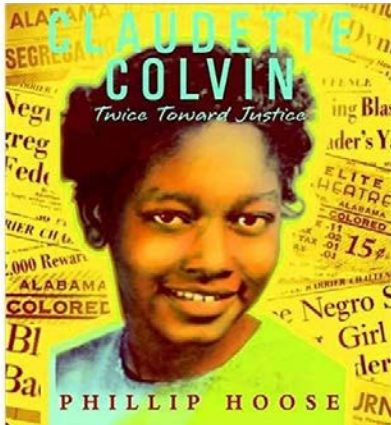
[www.biography.com/people/claurette-colvin-11378](http://www.biography.com/people/claurette-colvin-11378)

<http://ccaal-garrisonschool.org>

<https://wagingnonviolence.org/feature/the-wichita-sit-ins-then-and-now>

[http://www.waymarking.com/waymarks/WMGZW4\\_The\\_Soda\\_Fountain\\_by\\_Georgia\\_Gerbe\\_r\\_Wichita\\_KS](http://www.waymarking.com/waymarks/WMGZW4_The_Soda_Fountain_by_Georgia_Gerbe_r_Wichita_KS)

A children's book on Claudette Colvin is available at libraries in Liberty:



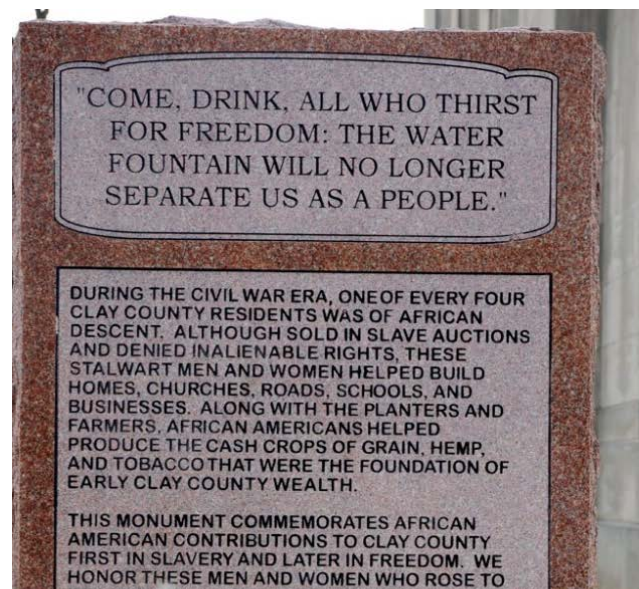
# Come, drink, all you who thirst for freedom

by Mya Foley  
of Liberty North High School  
for XP2 of the Leader badge of Garrison School Cultural Center

On a cold and cloudy Saturday morning in March 2017, I went with my beautiful mother, and we were on our way to Liberty's courthouse square. We were headed there to the Clay County administrative building to pay the property tax on her car or something like that. As we were walking into the building, I looked to the left and said, "Oh! **There's the Freedom Fountain!**"

My mom stopped in her tracks, and we walked over to the fountain. As I looked at the drinking fountain, brown from oxidation with a little bit of green, I was thinking about how much I didn't know about my own culture. The fountain, put in place by Clay County African American Legacy, Inc., is a monument to the end of the Jim Crow era (1880s - 1960s) and separate spaces for blacks and whites.<sup>1</sup>

A marble monument at the Freedom Fountain lists many of the Black entrepreneurs, schools,



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<sup>1</sup> [www.infoplease.com/encyclopedia/history/united-states-canada-and-greenland/us-history/jim-crow-laws](http://www.infoplease.com/encyclopedia/history/united-states-canada-and-greenland/us-history/jim-crow-laws)

churches, and businesses of the 1800's and early 1900's.

I pointed out to my mother that the Freedom Fountain was dedicated in June of 2001 and that the then Governor of Missouri attended the ceremony, along with many other people from Clay County and beyond. It was \$50 to lay a brick to help with funding.

I hadn't lived in Missouri for long. I only moved to Liberty from Detroit in 2015 for my freshman year at Liberty North High School, and I never knew the fountain existed until this, my junior year, after doing some research on it.

I don't hear much about my culture when it comes to what we've accomplished. I only hear about our faults, and I'm glad to see that there is something to represent us for everyone who contributed to Clay County.

Next year, I'll be more interested in taking part in my community and helping those around me.

Part 3

# **Interviews with Elders on Life and Leadership**



Introduction: Poster from Panel on Leadership



# Perspectives on Leadership

organized by **Garrison School Cultural Center**  
for **Black Students United** at  
**Liberty North High School (LNHS)**, Missouri,  
Wednesday, March 1, 2017, Library Media Center, 1:00-1:30 pm



**Mya Foley,**  
LNHS junior working on  
Future Leader badge

*Words of welcome*



**A. J. Byrd,**  
President, Clay County  
African American Legacy, Inc.



**Dee Ann Spencer**, employed at Bank Midwest for 16 years, is Manager/Vice President of Loan Accounting in Loan Operations.



**Lori Tucker** is a versatile vocalist (jazz, blues, R&B), with Wild Women of Kansas City, and an entrepreneur; she co-owns Grace Audio/Video Enterprises; she is also recognized for her gospel singing; hear her sing at the 2010 Mayor's Breakfast:  
[www.youtube.com/watch?v=8T\\_uG-KH\\_Qc](http://www.youtube.com/watch?v=8T_uG-KH_Qc)

**Charles Lee Sr.** taught social studies for 18 years at South Valley Middle School in Liberty. He was Head Football and Track Coach at Central High School in Kansas City for nine years. He was an NFL coach for 21 years and a Scout for the Denver Broncos where he received two Super Bowl rings. He retired in 2015 from the Liberty School District after 48 years of teaching and coaching.



**Jordan Hollingsworth** began his career as a correctional officer and worked in prisons in California, New York, Texas, Kansas, and South Dakota before retiring as Warden and chief executive officer (CEO) of the largest federal correctional facility (in Fort Dix, New Jersey) in the United States. He served in the United States Air Force from 1983-1990. He is a member of the Alpha Phi Alpha Fraternity, which develops young leaders for the greatest usefulness in humanity. He is known for cultivating prosocial community outcomes wherever he goes.

*Words of wrap-up*

**Tiara Hill,**  
LNHS junior working on  
Future Leader badge



**Dr. Cecelia Robinson,**  
Emeritus Professor of English,  
William Jewell College

Hostess: Mrs. Rhonda Hollingsworth; Timekeeper: Dr. Kathryn Touré; Questions to panelists Alysha Burney, Raisha Parker (BSU juniors)

Garrison School Cultural Center  
502 N. Water Street, Liberty, MO  
[www.ccaal-garrisonschool.org](http://www.ccaal-garrisonschool.org)



**Garrison School**  
Cultural Center  
Est. 1877





# An outstanding Kansas City woman banker

by **Alysha Burney** (3<sup>rd</sup> photo), Liberty North High School, April 2017



Janet Yellen (1<sup>st</sup> photo), the most powerful woman in banking, made history two years ago, when she became the first female head of the U.S. Federal Reserve System. But someone who really **stands out** to me in banking is **Dee Ann Spencer** (2<sup>nd</sup> photo) of Kansas City, whom I recently had the opportunity to interview. She started off as a bank teller and eventually became a bank vice president.

She moved to Washington, DC when she was just 21 and worked as a bank teller. After six months, the bank where she worked started eliminating tellers; instead of removing her, they moved her up into the operations area because she was doing well. She kept moving up.

Her **advice** for all the young people in banking is to be professional, be on time, do what you need to do to get the job done. Don't get caught up in the cliques and the gossip. Don't try to take advantage of situations. Don't come in with an attitude. Do come in and do what you need to do to get the job done.

Mrs. Spencer said your **role models** should be your mother or father or your older brother or older sister, or someone else older in your family. She doesn't like it when people say that their role model is someone in sports or someone famous because your role model should be someone you know, that you're close to.

**Her advice for us becoming leaders** is to get our education, **set ourselves apart**, even as we remain part of community. Be good with computers, and make sure we know a lot about numbers. Be able to work with others, and be a team player. Be able to communicate and to speak in front of people. Be able to be different, because putting yourself out there is an asset. **Putting yourself out there**, for me, means showing people who you are. Also, getting your resume together is important. Let it **stand out**<sup>2</sup> from everyone else, because of your special talents. Be kind and professional, and show people that you can do the job. Always remember, if you want to achieve something in life, you have to work hard for it.



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<sup>2</sup> For photo see

[www.leycampbelloriginals.com/\\_p/prd14/4274648455/product/stands-out](http://www.leycampbelloriginals.com/_p/prd14/4274648455/product/stands-out)

# Discussing life and leadership with Kansas City's vocalist Lori Tucker

by **Tiara Hill**, Liberty North High School, April 2017

A woman of class, a woman of passion and an ardent musician and singer. The woman I am describing is Mrs. Lori Tucker. She built herself up to become who she is today. By the love and support of her friends and family, she became one of the most loved and famous singers of Kansas City. A very powerful woman, she started, with her brother, as a young singer in her church. I was able to interview this woman about her progress in her career and her balancing of her business and personal life. I learned so much. I learned mottos that I will keep in mind and that will influence the way I live. I learned about the characteristics of a leader, according to her, and how to become a better person. She and her girls' group, the Wild Woman of Kansas City, have inspired many people over the years. Mrs. Tucker and the Wild Women of Kansas City not only sing but also contribute to the community. Speaking and singing into the microphone in front of many people, building community one step at a time, making Kansas City better, and exemplifying what true leadership is... this is Mrs. Lori Tucker.



**TIARA HILL: How did your career as a singer get started? What do you most enjoy and not enjoy about your work as a singer?**

**LORI TUCKER:** My mother was the director of a church choir. She encouraged me and my brother to join the youth choir. She was a gospel singer in a group

that traveled. I loved to sing and shocked my mother when she saw how much I really enjoyed it. I was nervous about telling my mother I wanted to sing secular music.<sup>3</sup> After that, I think things just fell into place. I think sometimes things fall into place for a reason. I had always wanted to sing professionally, but I had no idea how to get involved. None. It was just a dream in the back of my mind. But I met some people on my daytime job who introduced me to other people, and they hired me to sing at one of their events. It was a snowball effect from there. It was wonderful.

An uncomfortable thing about being a singer is, even when you are sick, no matter what “the show must go on.” After I sing the first song of a show, I really feel better. In my line of work, I have to be careful not to overbook myself. Everybody has a life, and you have the things you have to do, the things you like to do, and the things you just can’t put off. Also, you have to be very careful to keep your health up.



### **TIARA HILL: How do you balance your work? Your work life, your business life?**

LORI TUCKER: It has changed over the years. When I first started singing, I had a family, a little girl at home. And I managed to go to her school functions and was also able to sing four to five days a week. Other parents were a lot of help. Some lived just two blocks away. So I didn’t have to pay a babysitter. Tuesday to Thursday, Mr. Tucker watched our daughter. Friday nights, she went to my mom and stayed there Friday and Saturday night. I cooked meals for the week on Sunday – lots of casseroles that could be easily warmed up.

### **TIARA HILL: How did you get your business started?**

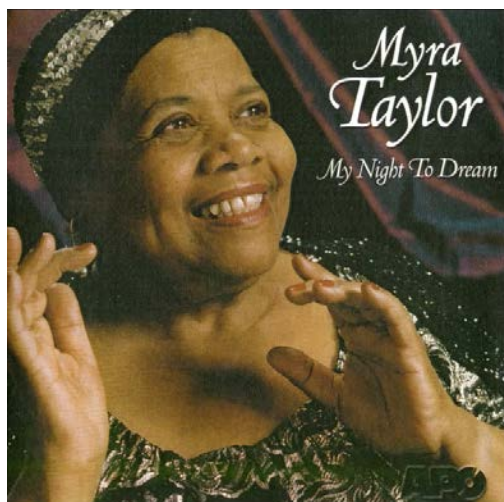
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<sup>3</sup> By the way, after I joined the church choir and then my brother, the three of us went on to sing as **The Houston Trio** in several programs at other churches.



LORI TUCKER: Grace Audio Video is a small contracting company that installs video and audio for small to midsized houses. But we didn't have that company until my husband got laid off his job. He had been working for 26 years as an audio engineer. He always kept up with the latest video and audio equipment. When the company where he worked shut down, we started our own little contracting company. We had to discontinue our business because my husband had a stroke. He wasn't able to do all of that work.

**TIARA HILL: Who are the other members of the group "Wild Women of Kansas City"?**



LORI TUCKER: The group was started in 1999 by four women that were already established and most recently included the following singers. I'll give our names and approximate ages of a few years ago: Myra Taylor (94 years old), Geneva Price (80), Millie Edwards (61) and myself, Lori Tucker (70). We did four-part harmony. In 2003, Mary Moore, who was in the group before me, moved back to Connecticut, and that is

when they asked me to replace her. Myra Taylor died in 2011 at the age of 94, may her soul rest in peace. She had sung in 32 countries and had a hit record in 1946, titled *The Spider and the Fly*. She stopped singing only three months before she died. Each of us was a part of a different generation which made the experience much more fun and different. After the passing of Myra Taylor, the Wild Women of Kansas City did not try to replace her. We became three.

**TIARA HILL: What type of support and recognition did you receive as a renowned singer in Kansas City and beyond?**

LORI TUCKER: Most of the recognition I have received has been through the Wild Women of Kansas City. We were awarded the title **Best Jazz Vocal Group** by *Pitch*



magazine and also the **Best Choral Ensemble**, again by *Pitch* magazine. As a part of the Wild Women of Kansas City, we received recognition and many awards, such as an award for community service from Truman Medical Center. And we were a part of the community volunteer system, doing a lot of things for different parts of the community. We mostly volunteered under the organization Hope House.

**TIARA HILL: As a leader in your field in Kansas City and with all of your trophies and awards and the diverse people you're around every day, what do you believe are the characteristics a leader should have?**

LORI TUCKER: A leader should first and foremost be **honest** and **trustworthy**. A leader needs to **set the example by showing up on time**. Most of this applies, no matter the setting (arts, corporate structure, etc.). A leader needs to be well prepared, well rehearsed, **nothing that's thrown together**. A leader needs to be **committed** and needs to be **held accountable**.

**TIARA HILL: Do you have any advice about day to day life?**

LORI TUCKER: Everything that I do, whether I'm on the stage or in my daily life, everything I do reflects on the people that I associate with, the people that I am seen with the most. Anything that happens to you that you don't want the world to see, just don't do it. My brother and I have a motto: "If you don't want to be embarrassed by your name in print because of an unfavorable light, just don't do it."



**TIARA HILL: Can you talk about some of the people in the community around you in Kansas City and how they inspired you?**

LORI TUCKER: Geneva Price who is now 87 is the oldest living breast cancer survivor in Kansas City. The doctors told her the news of her cancer at the age of 30. At the time, she was going through a divorce, going to college, and had to take care of her two children alone. She talks to so many groups, and we do fundraisers, for example for the Susan G. Komen organization. Geneva is a fine example. She is a strong person. She has a lot of faith and a great spirit. Millie Edwards also is a strong woman. She teaches at Penn Valley Metropolitan Community College. She was named educator of the year and went to Jefferson City to receive her award. It's just amazing, you just get a lot of motivation from the people around you.

**TIARA HILL: In the many years that you have been a performer, what was the most memorable moment? Why?**

LOR TUCKER: I was asked to sing the national anthem at a Royals baseball game. When you sing the anthem, you have to walk to the pitcher's mound. Let me tell you, it is a long way out there! I was ecstatic to be there singing before the crowd at the Kauffman Stadium. I also sang the national anthem once for a Los Angeles Lakers game. When singing for the Lakers, I met the famous basketball player Shaquille Rashaun O'Neal, nicknamed Shaq. He's a big guy, and a nice guy.



During the interview with Mrs. Tucker, I realized that she is a very professional person. Being an artist requires not just inspiration but also organization. She is also kind, open-hearted and abundant in her profession and daily life. She surrounds herself with inspirational people. She has had a



few breaks in life, but mainly, she has worked very hard. And she is always giving back. She has shared lessons with so many people, including myself, about how to grow as a person and as a



professional. I hope this interview with Lori Tucker inspires you in some way, that it inspires you to do better in some way, no matter what it is.

# Charles Lee:

## A coach, an educator, and an inspiration to me



by **Timothy Davis**,  
Liberty North High School,  
April 2017



There are people we look up to, and I look up to Mr. Charles Lee. He is one of the leaders in my community. Mr. Lee was a National Football League coach for 21 years and a Scout for the Denver Broncos. He was an educator for Kansas City Public Schools and the Liberty School District for 27 years. That means he has a total of **48 years of coaching and teaching** to his name.

When I interviewed Mr. Lee about his coaching career, he mentioned that it wasn't about the money or about being famous. He said it was about the experience and just being able to be a part of something as amazing as it was.

This makes me think of my desire to be a dentist when I get older. When I was younger, I fell off my bicycle and broke one of my teeth. When I went to the dentist, my dentist told me that he had the exact same thing happen to him when he was a child. That inspired me to want to become a dentist. This relates to Mr. Charles Lee, because he worked at his job for the experience and not just the money. I want to work at my job for the same reason, for the experience, and that is why I connected with Mr. Lee. I want to help people with their oral health and their teeth, including children who might (unfortunately) suffer what I went through, and my dentist before me.

Mr. Lee was my teacher when I was in middle school at South Valley Middle School in Liberty, Missouri, where he taught for 13 years. He would always share with us advice and lessons from life. **He insisted we do our schoolwork**

**with diligence.** During my recent interview with him, I asked him a few questions. I'd like to briefly share the questions and his responses with you here. I think the questions and answers might help me now and as I prepare for my future career. I hope you too might find some inspiration in my questions and in what Mr. Lee shared with me.

**Question: Did you know at an early age what you wanted to do when you got older? If so, were there any times when you felt like you messed up and wouldn't be able to achieve your goal when you got older?**

Answer: Mr. Lee said that he fell into his coaching career by first having another job at a stadium. He said he believed there was a reason why he chose to do what he did and that soon enough he became a coach.

**Question: What encouraged you to become a coach for football and to be a teacher?**

Answer: What encouraged Mr. Lee to become a coach was the simple fact that he was a hard worker, he said, and had definitely earned his spot as a football coach for the Broncos.



**Question: Was there anyone specifically who helped you achieve your career?**

Answer: Mr. Lee said he didn't focus on a lot of other people. He pretty much made sure he did what he was supposed to do in order to have a good future.

I think the most important thing in **leadership** is to show others the right path. Mr. Lee, by sharing with members of Black Students United about life and leadership, continues to do his part to show others the right path. He encouraged us to make good decisions. But I believe that even when we make mistakes, we can learn from those mistakes and thus help not only ourselves but others as well. To make good decisions, we have to make mistakes once in a while. We are not born making good decisions. I suppose it takes practice.



# Heading a federal prison is no easy task

by **Mya Foley**,  
Liberty North High School,  
April 2017

I met Mr. Jordan Hollingsworth at the March 1, 2017 Panel on Leadership for students of Black Students United at our school. Mr. Hollingsworth served in the U. S. Air Force from 1983 to 1990. He was also the head of the largest federal correctional facility in the United States – in Fort Dix, New Jersey. He now mentors high school students in Liberty, Missouri.



I decided to interview Mr. Hollingsworth because he is an Alpha Phi Alpha, and my stepfather was as well, so I made that connection with him. I, probably like some of you, dear readers, do not hesitate to give advice to others. But I had never really had someone outside of my family give me advice, and Mr. Hollingsworth really inspired me with wise words of wisdom.

The last thing Mr. Hollingsworth shared took me a little by surprise, and I think some of you might agree with what he has to say about relationships!

**Mya Foley: What was it like heading a federal prison?**

**Jordan Hollingsworth:** Challenging. People from Hawaii to Puerto Rico come in, people from all types of cultures. You must be able to adapt to all the diversity and all the different ideologies. **You must care about people** and respect the individuality of each person. We are correcting behaviors, and building and motivating productive citizens of society.

**Mya Foley: What does it take to be a leader?**

**Jordan Hollingsworth:** The most important trait is *caring*. **You have to push others to their fullest potential** – even if that means making them uncomfortable for the betterment of themselves. **Individual success should lead to community success.** Turn the “Me-Me Bird” into the “We-We Bird!”

**Mya Foley: What qualities did you want your executive staff to have?**

**Jordan Hollingsworth:** They had to *care about people* and know the purpose and mission and vision of the facility. Also, we all had to share the same vision in working together to **better the environment** at the facility.



**Mya Foley: How do you balance your work life and family life?**

**Jordan Hollingsworth:** Prayer!! The greatest leadership book is the Bible!

**Mya Foley: What was it like, moving from one state to another?**

**Jordan Hollingsworth:** I moved with my family from California to New York to Texas to Kansas and to South Dakota before moving to New Jersey. That could be challenging at times.

**Mya Foley: What it is like to be a member of the Alpha Phi Alpha fraternity?**

**Jordan Hollingsworth:** Alpha Phi Alpha Fraternity, Inc. is the first African-American, intercollegiate Greek-lettered fraternity. It's not just a Fraternity; it's a brotherhood. Everyone makes sure we're on top of everything. If we need moral support, then we're there for each other. There's not a day that goes by where your brothers don't have your back. It's a family. And the members invest in developing young leaders for the greatest usefulness to humanity.



**Mya Foley: Who have been your role models?**

**Jordan Hollingsworth:** My mother was an excellent role model who emphasized good moral character, perseverance, and education. She consistently demonstrated a strong work ethic with values and a well thought-out purpose. During my adult years, there have been caring Pastors who have personally cultivated my leadership skills. Other prominent role models through books have been Colin Powell, Benjamin O. Davis Jr., and Booker T. Washington.

**Mya Foley: What is your advice for young people?**

**Jordan Hollingsworth:** From my perspective, **incorporating a discipline of “healthy” continual and higher (spiritual and intellectual) learning is important.** I believe it’s vital to have a holistic approach in the lifetime development of one’s spiritual, mental, and physical wellbeing. Most of my higher learning comes from good books. Lastly, remember the Golden Rule of relationships: “In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets.” (Matthew 7:12)

I would like to thank Mr. Hollingsworth, not only for coming back a second time to redo the interview, but also for taking the time to sit with me. Mr. Hollingsworth was extremely patient with me, and I appreciate that! I’d like to thank Dr. Cecelia Robinson and Dr. Kathryn Toure for this *outstanding* opportunity – to work toward the Future Leader badge.

I’ve learned what it takes to be a leader and take initiative in my work. I hope all of you reading now know that you can take action in your life, your school, and your community. Stand up, speak up, and take action!



## Part 4

# Exhibiting Missouri History



# Joy of sharing our work on African American history and culture

by Alysha Burney of Liberty North High School

Walking into Woodneath Library Center on April 25, 2017, I noticed that our papers were on display for everyone to see. **It made me feel a joy inside.** I felt happy to see our hard work on African American history and culture being displayed for the public.

When we started the exhibit, people came over to my table to learn about what I had written about. I started off by telling them things about the White Oak Community north of Kansas City, which served as a stop on the underground railroad prior to the Civil War.

People became interested in my other work and wanted to know more about what I had written, so I told them about **important women in banking today and in the Civil Rights Movement of the 1950s and 1960s.** I received a lot of great feedback, and the visitors to the



library and to our exhibit seemed to be very satisfied with my work.

The feedback forms that I received stated how I was very passionate about the women I had researched or interviewed and written about for my project, and that I had **great people skills.**

A lot of people wrote that **they learned a lot of new things** from my exhibit that they had never known. I agree, because **I also learned a lot of new things** while preparing it.

Feedback that really stood out to me was: “I appreciate that Alysha did a lot of research on her project. It showed in her writing and in her presentation. **She was also passionate about the women she chose to showcase.**” This was from Rachel Ibok, Volunteer Engagement Coordinator for Harvesters.

I was pleased to read on another feedback form: “**Wonderful presentation!** Lots of research time and effort went into this work. Thank you!” This was from Dee Rosekrans, who is a Director of Personnel for Liberty Public Schools.

After the exhibit, we gathered around the fireplace of the library for the **badge ceremony**. The speakers included Mr. A. J. Byrd, Dr. Cecilia Robinson, and Dr. Antonio Holland – all of Clay County African American Legacy, Inc.

**They spoke about how hard we had worked.** They also told us that when we complete the Garrison School Cultural Center “Future Leader” program, we will receive a digital badge, a recommendation letter, and a certificate for the 18+ hours we will have worked. And be able to wear a special multicolored cord at graduation.

We also heard words from representatives of partner organizations. These included Ms. Katie Schneider from Woodneath Library, Mrs. Ann Henning from Clay County Archives, Mr. Nick Dorn from KC Social Innovation, and also Dr. Precious Kurth from Liberty North High School.

A word of advice I remember from the speakers was that no matter what we do, we should always go to college. It puts you in a good place in life, and it is also a great experience.





# Presenting in front of a crowd of people?!

by Mya Foley of Liberty North High School  
April 2017

I am a student at Liberty North High School, and I am a part of a club called Black Students United (BSU), in which students of any ethnicity are welcome.

I was presented with the idea of the Garrison School Future Leader badge, which was an opportunity to do research on African-American history and culture and earn a badge along with a multicolored cord at graduation.

I took the opportunity by the horns, because I really want to achieve everything I can in high school.

We did *a lot* of research and wrote a couple essays. Then we presented them in an exhibit at Woodneath Library on Tuesday, April 25, 2017.

At first, I was very nervous because there were a lot of people I had to make proud there. People like School District Superintendent Mr. Tucker, and Mr. Byrd who is the President of Clay County African American Legacy, Inc. and a newly elected School Board member. Not to mention my parents who are very proud of me and how far I've come.



We also had our Principals there, Dr. Jacobs and Dr. Kurth. Finally, we had our mentors whom I thank very much for helping us on this journey: Dr. Cecelia Robinson and Dr. Kathryn Toure.

I received some feedback, which I quote her, on my exhibit. “Much research and work was put into the project. **She did an excellent job in explaining her exhibit!**” from Sterling Roath.

From Mr. Byrd: “Mya is an **outstanding speaker** and has a great handle on this historical event [dedication of the Freedom Fountain in downtown Liberty]. **She spoke with confidence and commitment.** Good research on the project.” I appreciate that a lot, because I thought I was not that good of a speaker.

From my principal, Dr. Jacobs: “**Great expression on the purpose of leadership...**” He even suggested I consider joining a debate class next year! There was also great feedback from my friends, and I want to give a huge thank you to them for their kind words.

This exhibit overall gave me a huge confidence boost. I get really nervous speaking in front of people, and I thought I looked nervous, but everyone I presented in front of said I wasn’t.



**I now better know what it takes to be a good leader.** You have to work hard for what you want, and it will eventually pay off.

Never would I have thought of presenting in front of a crowd of important people. I am so blessed to have been given this opportunity, and I want to say one more big thank you to Mrs. Combs for BSU, because without that Dr. Kurth couldn’t have presented the idea to me. Thank you so much to Dr. Kurth and everyone who has helped us along the way.

# Researching and sharing history and culture

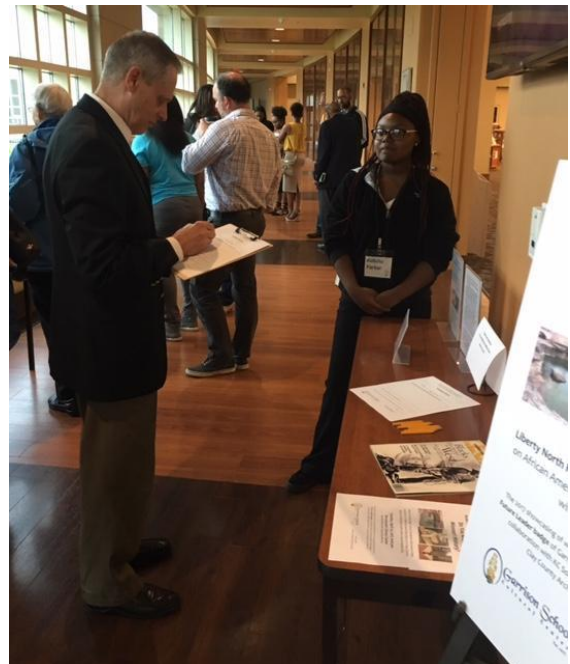
inspired by Raiisha Parker essay on Peter Biggs and comments on the work of  
Raiisha Parker of Liberty North High School

The work of six Liberty North High School students was exhibited at Woodneath Library Center in Kansas City, Missouri on Tuesday, April 25, 2017, from 6 pm. This exhibit titled “Do You Know This Missouri History?” was in the context of the Future Leader badge process proposed by Garrison School Cultural Center for juniors of Black Students United at our high school.

**My research was on Peter Biggs.** He was the first American and the first black to open a barber shop in Los Angeles, California. He was one of the most famous African-Americans from Clay County to make a fortune in the West. He was from Liberty, Missouri. He went to Los Angeles in the 1840s.

Even on election days, politicians counted on Mr. Biggs for haircuts. When he first opened his barber shop, he charged high prices because monopoly was going on at the time. He charged fifty cents for haircuts, fifty cents for shampooing, and twenty-five cents for shaves. Not only was Peter Biggs a barber, he also offered his personal services in other ways such as: cleaning, polishing, drayage (transportation of goods over a short distance), washing, ironing, running errands, blacking boots, and waiting and tending parties. Peter once was enslaved and owned by Ruben Middleton of Liberty. They migrated West in about 1848, during the California Gold Rush. By 1852, Biggs had earned enough money to purchase his freedom.

**Theresa Byrd, who is a Board member of Clay County African American Legacy, Inc.** and a family court administrator for the 16<sup>th</sup> circuit court of Jackson County, Missouri, shared feedback regarding my presentation on Peter Biggs: “Although Raiisha had limited access to



information on Peter Biggs, she still did **an outstanding job with the information she could find.**"

**Karyn Eppler, who is a Liberty resident**, also shared feedback about my work on Peter Biggs. She began by saying that she has been doing ancestry research on her family and has made it back to the 1600's. She said that her research so far has revealed no slave owner information. She said that it makes her very sad that **the most easily found information tells such a biased story.** Thus, hearing about Mr. Biggs was inspiring for her. Lastly, **she thanked me for sharing the information and said she hopes I continue to have influence** and to contribute to more balanced educational information for everyone.

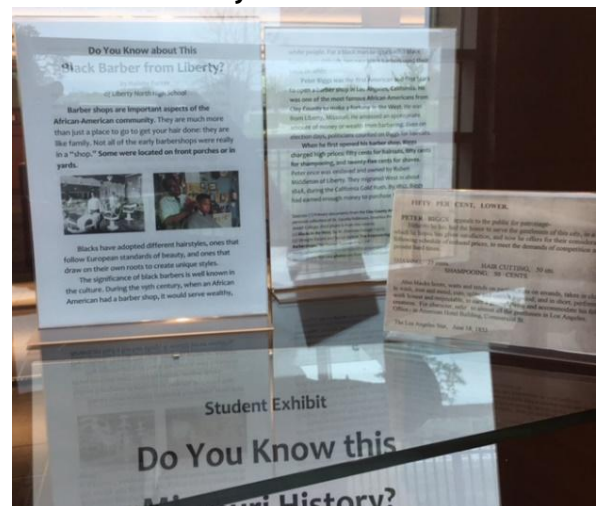
**Rosetta McAdams, who is my grandmother**, also reacted to my presentation on Peter Biggs: "Although Raiisha told me that she did not know all that much about Biggs, **I found her to be very knowledgeable about her topic.**"

The response of historian **Dr. Tony Holland, former Professor at Lincoln University in Jefferson City, Missouri**, to my presentation on Peter Biggs was: **"Very good research on this Black barber in African American history."**

**Katie Schneider**, who is an assistant manager at Woodneath Library, wrote: "She **apparently appreciated the newspaper clipping** from the Clay County Archives."

**Nick Dorn**, who is the director of education at KC Social Innovation said he thought the story about Peter Biggs was amazing. He said he believes that **stories about African American entrepreneurs are very interesting.** He shared that the American dreamers are those who are truly self-made and blaze trails.

I am proud that I found the courage to participate in this exhibit. I was happy that my family attended and supported me. I am a self-made and a community-made person. I am a person in the making, and those in my family, at Liberty North High School, and at Garrison School Cultural Center all contribute.





# Do you know this Missouri history?

by Tiara Hill, Junior at Liberty North High School

May 17, 2017

In the context of the “Future Leader” badge of Garrison School Cultural Center, I presented my work at my church in Independence, Missouri and received feedback, which



feedback I greatly appreciate. It will propel me going forward.

**In this brief essay, I would like to try to make my “exhibit” come alive for you, even if you were not able to personally visit and comment it.**

“Having to kill your own children is something I could never imagine. But I understand her meaning [that of Annice, a woman enslaved in Missouri] in doing so in 1828. As mothers, we want what’s best

for our children,” said Ms. Stephanie, a mother herself.

Annice committed this grievous act when she realized her children were to be sold away into slavery. Acknowledging the fact that enslaved women sometimes killed their children is a really hard pill to swallow. I researched this topic and spoke about it at my community church.

While speaking with church members, a lot of different expressions arose on the many different faces. Some people wrote down the names of books, that I mentioned or displayed in my exhibit, to check out later to read more about Annice. Some wanted read or reread a book I read myself, *Beloved*, to get a better understanding.

Toni Morrison wrote *Beloved*, basing the main character of Sethe on the person of Margaret Garner who, escaping from Kentucky across the frozen Ohio River to Ohio, like Annice, wanted to kill her children after being caught, to avoid them being returned to slavery.

Some members of my church said they had watched the movie *Beloved* a plethora of times (with Oprah Winfrey starring as Sethe). They said they never knew there was a book nor that one of the main characters was based off a real



to

after

the

enslaved woman. **A lot of people with whom I shared my research and writing were shocked about this aspect of the history of Missouri.**

I also shared about an interview I conducted with a well known Kansas City vocalist now in her 70s and still singing! **There were also a lot of shocked faces to see the lovely Mrs. Lori Tucker actually show up at the church for my presentation about her and Annice and about Tryst Falls** (a place near Excelsior Springs, Missouri that I visited and where Annice murdered her children).

A lot of church members actually knew some of the songs of the Wild Women of Kansas City (of which group Mrs. Tucker has been a part for several decades) and/or recognized Mrs. Tucker. Afterwards, Mrs. Lori Tucker gave us a graceful treat that neither my mother, the church nor I will forget. We heard voices combine in a most beautiful way.

**My work is also displayed at Woodneath Library Center in Kansas City, Missouri.** The feedback that I received from the public is insightful. “Learning the history of Tryst Falls was



interesting, because **I grew up in Excelsior Springs and have been to Tryst Falls a few times but never knew of its history.** This was very eye-opening indeed,” wrote Lynn Dee, apparently shocked about this story.

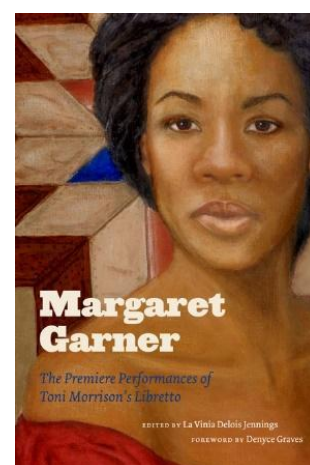
Another woman, Rachel Ibok, was very satisfied with my recounting of the story of Annice: “I appreciated the detail with which Tiara described Annice’s story. She made me sympathetic

toward Annice by explaining what her choices were, and how it would impact her kids.” Ms. Ibok is a Volunteer Engagement Coordinator for Harvesters and a member of Garrison School Cultural Center of Liberty, Missouri.

Another woman wrote: “Putting a name and specific story on these awful situations helps me try to better understand and be sympathetic. Annice’s act is unimaginable. What Annice endured in life is beyond unthinkable. **Thank you for sharing your work.**” These words are from Karyn Eppler, an engineer retired from Hallmark and a member of the Liberty community.

Through the presentation of my work (which draws on the work of people before me), I **wanted to put the community in the shoes of Annice and Margaret.** Judging by the feedback, I am proud to say that **I was successful** in doing so! It is interesting to note, however, that most of the feedback came from women. I wonder what men were thinking when they saw and heard about my work.

I believe that the church, Deliverance in the Word, in Independence, gained by my presentation, gained **knowledge about African American history of way back and history in**



**the making**, gained in **understanding of how youth can contribute new knowledge and understanding to a community**. On the one hand, there were a lot of questions for me. On the other, it seemed that **some people preferred to reflect in silence** at the thought of Annice and her actions.

What I take away from the semi-public and public presentations of my work is that **several dozen people around me gained more knowledge about Black History from the 1800s**, the brutality inflicted upon enslaved persons, and the turmoil these persons experienced.

Before the Emancipation Proclamation of 1863, enslaved persons were considered as “property” – until they committed a “crime,” when suddenly they were considered as “persons” capable of morality and of being tried in a court of law. **I wonder in which ways such hypocrisies and paradoxes have been eradicated and in what ways they continue today.**

The community around me was very sympathetic toward Annice and toward Margaret, the enslaved women I researched and wrote and shared about, and the choices that they



made. I learned from this experience that many people make drastic decisions and go to drastic measures to try to save the ones that they love when times are rough. I also observed that many people around me said that they could have done the same thing if they were in these women’s position. I personally think that the decision of Annice and of Margaret, for me, would be a really hard choice to make. What these women did in the 1820s and 1850s, respectively, was very

bold and complex. I don’t think I could ever truly succeed in putting myself in their shoes nor in the mindset of these women while they killed their children.

**Through my work toward the Garrison badge, I also learned a lot about leadership.** Mrs. Lori Tucker taught me so much. She taught me that being a leader isn’t just when you’re in front of a crowd or with your group. It’s when you’re “dancing and no one’s watching.” **It’s about being prepared** and always knowing how to fix problems and keep things going. What she said was very insightful, and **I will be forever grateful for her taking the time to speak to me about what she believes a leader is and for being a leader herself.**



**I recognize Mrs. Tucker and all those who invest in youth, in the future, in commUNITY success.** I hope you have learned something more about Missouri history by reading my essay. I thank you.

## Part 5

# Student Evaluations

“You have people who want to see you thrive and do your best.”



## Evaluations

from the three students who completed the requirements<sup>4</sup> for  
the Garrison School Cultural Center  
Future Leader  
Badge program  
May 2017

### 1. What did you learn about the diversity of Clay County / Kansas City history and culture?

I learned that this isn't just a white county. There is some black culture here. It sometimes gets recognized, and often it goes unrecognized.

**I learned a lot about black history** that went down in Liberty and North Kansas City.

**I learned about the diversity of Clay County / Kansas City history and culture by participating in the Garrison School project.** This project allowed me to do research and really dig deep down in books, websites and old newspaper clippings to find out about the history of Clay County.

The majority of information I learned was about black history. I learned about two enslaved women who fought for their kids and their own freedom by means of any cost.

### 2. How do you think the information and experience gained will be useful to you in the future?

I think it will be useful, because if I ever have to write a paper for a class about a specific subject, I will choose black history, because that is a big part of American history and because I learned a lot about it.

I am **a lot more comfortable speaking in front of others**, and I've gained so much experience in **taking initiative** and **being a leader**.

**I think the process through which I found the information is going to help me out a lot in the future.** It took me watching a movie, reading and re-reading a book, reading

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<sup>4</sup> In the future, organizers should also elicit feedback from students who did not complete all the requirements, and even those who were did not participate much after the initial fieldtrip, in order to include their concerns in future iterations of such programs.



newspaper clippings and court cases housed at the Clay County Archives, and searching the web to find all the information needed to share with the community.

The time/perfection needed for the essays came into play as well, because it helped me get better at being descriptive and analytical. **I am thus a better writer.**

### 3. What challenges did you experience as you completed the XPs?

It wasn't that challenging to me, but I guess just **trying to type everything up with intros and conclusions** was hard.

The challenge that was the most difficult for me was putting the reader in the women's shoes (Annice of Missouri and Margaret Garner of Kentucky) and getting them to try to understand these mothers' actions.

The challenge that I experienced was **getting my papers typed on time**. I also had to face challenges of not being able to come to Eagle Hour in the beginning due to the fact that I was scheduled by another teacher. **I faced these challenges by getting help** on my papers and doing them at home **and also by asking to be scheduled on days I didn't have to work with other teachers.**

### 4. How did the experiences and encounters challenge your thinking?

**This experience made me have a different outlook on the history of African-Americans**, because all I hear about African-Americans is about slavery, but during this I learned good things about African-Americans.

**It challenged me to think outside of the box** and really give **deep thought** into my responses.

The experiences and encounters challenged my thinking because it was hard myself to wrap my mind around the whole idea of killing children due to lack of freedom.

### 5. What did you like about the XPs?

I loved them. **I think this is a great opportunity for us**, and I liked that it was very easy to submit to the LRNG site/platform.

**I really liked the whole experience.** The essays for everything was a little much, but, all in all, I think it's **an awesome project for young leaders in the making.**



I like the fact that I learned new things and that I got to meet new people. **I learned that Rosa Parks was not the first person to refuse to give up her seat on a bus in Montgomery, Alabama.**

There were people like Claudette Colvin before her, but Claudette Colvin<sup>5</sup> and others didn't get much attention or credit until much later. **I also met a lot of new people** including Mrs. Toure, Mrs. Robinson and also Mrs. Hollingsworth. They have been great leaders to us.

#### 6. Why would you recommend this playlist to others?

Yes. **I think the collaboration with Garrison is a great experience and a great way to learn new things.**

This served as a *great* experience to me. I can get a multicolored cord, a badge, and everything else. **It's really one of the best opportunities of my high school career.**

I would recommend this playlist to others because **it's a really good way to learn responsibility for yourself, and it teaches you how to communicate.** This program is an amazing one because in it, **you have people who want to see you thrive and do your best.**

**They help you along the way** and when you feel as if you can't do it anymore, **they give you a little push to continue.**

#### 7. How could the experience be enhanced and evolved in the future?

Maybe more hands-on interaction, not just writing.

It could teach a lot of students things they never knew, because **I surely learned a lot.**

I think all in all it's a great program. I think it was easier for me selecting my research topic, because I already had an idea of the person I wanted to research. But for most, I know they **struggled to really get the project they wanted to research** about, so maybe if there could be a list and a brief description of potential research projects.

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<sup>5</sup> See [www.npr.org/2009/03/15/101719889/before-rosa-parks-there-was-claudette-colvin](http://www.npr.org/2009/03/15/101719889/before-rosa-parks-there-was-claudette-colvin)

**8. Any other thoughts.**

Garrison School should do the program again. Next time they should have strict due dates for the papers.

Part 6

# **Black Students United Presidential Campaign Speech**

# BSU Presidential Campaign Speech

by Tiara Hill  
September 2017

Before I talk about “why you should vote for me” and “this is what I can do for you as BSU President,” I would like to talk a little about myself – who I used to be and who I am today.

As a black student first starting into middle school, **I struggled with my identity.** I walked into a predominately white school with little knowledge of my Negro ancestors, nor what they fought for. I walked into school wishing and hoping and ready to change – to be anyone but myself. At school, beautiful white faces stared at me. When I looked in the mirror, I felt less than beautiful... less than myself.

As a black student, I always played the game of “I wish I had.” I would look to my left and see a beautiful girl with green eyes and think, “Oh, I wish I had more than these basic brown eyes.” I would look to the right and see someone with beautiful long hair who could do many styles with it, or just let it flow down her back with no cares in the world. I would look all around searching for something of my own that I could be proud of. **I was insecure.** I was insecure of my bulky features and how they differed from others’. I was always ashamed of how my skin was darker than that of others.

And oh, I was definitely timid when we girls had our “girl talk,” and I was the only black girl in the group. When it came down to “how did you get your hair like that,” it wasn’t a one-step “just-add-water fix” that most everyone expected. I didn’t like the attention, and **I thought I would never love who I am.**

With the help of BSU, **I grew to love myself. I befriended people of many races and learned from them all.** With that, I learned more about myself.

I also dug deep to **find out more about the black community.** Through BSU and with the help of the Garrison School program, I visited Woodneath Library,

and I visited the Archives near Liberty's downtown square. **With support, I became the confident young lady I am today.** And I am continuing to learn and to grow.

BSU is part of a bigger, brighter future for all young teens who are what I was and all those who strive to succeed together and understand and build community. According to OrgSync, a campus engagement network, **"The mission of the Black Student Union is to be a positive and productive representation of the African American community... to promote proactive leadership, scholarship, community outreach, and student empowerment."**

As your President, I will work with you toward this mission for the rest of my Senior year. I promise to be there for you in your dimmest hours, not only as a peer, not only as club president, but as your friend – listening to your good times and bad times.

I have learned from my successes and my mistakes, and I bring to the table insights from my experiences. **I bring my dedication to empower all members of our club, as individuals and as a group.**

**We can learn and grow together and empower ourselves and make Liberty North High School a better place.** No matter if you are black, white, Latina or Native, **we all deserve to feel beautiful.** We all deserve to be happy. We deserve to be United.

**Together we can support each other and have a positive influence on our school and our community.** I want us all to become leaders in society. I want us all to feel United.

## Annex A: Logos proposed by LHNS graphic design students





## Annex B: **Agreement co-signed by students and parents**

Liberty North High School  
**Student and Parent Agreement**

regarding work toward the  
**Future Leader Badge**  
of  
Garrison School Cultural Center of the  
Clay County African American Legacy, Inc. (CCAAL)  
[www.ccaal-garrisonschool.org](http://www.ccaal-garrisonschool.org)



\_\_\_\_\_ (student) is interested in working toward the **Future Leader** badge of Garrison School Cultural Center in Spring 2017, as an extracurricular activity. Upon successful completion of five XPs or experiences, the student will be awarded the Leader badge by CCAAL, and a digital badge will be conferred via LRNG KC, [www.lrng.org/kc](http://www.lrng.org/kc), a digital learning platform hosted by KC Social Innovation (and funded in over a dozen US cities by the MacArthur Foundation).

The XPs help prepare student to be a culturally cognizant leader in whatever field or area of work s/he goes into. The XPs link the student with leaders and resources in the community beyond Liberty North High School and involve research, writing, interviewing, reporting, sharing and showcasing work.

Some XPs require travel beyond Liberty North High School as follows:

- (1) January 30, 2017 visit to Woodneath Library and Clay County Archives, both in or near Liberty, via Liberty North school bus.
- (2) **February 2017** visit by the student with friends/family to a site (of choice) of significance to African American culture and history\*; **transport to be provided by family**.
- (3) **April 25, 2017, 6-7 pm**: exhibit of work at nearby Woodneath Library Center, 8900 N. Flintlock Rd, Kansas City, MO 64157; **transport to be provided by family**.

By signing this agreement and returning it to Liberty North High School, we are agreeing to work toward the Future Leader badge and agreeing: (1) that the above-named student take part in the January 2017 fieldtrip; (2) to assist the student in February 2017 to visit a site in Liberty/Clay County/Kansas City of significance to African American history and culture; and (3) to ensure transport to the April 25 evening event (a public event), which we look forward to attending together.

**Student** signature: \_\_\_\_\_ **Date:** \_\_\_\_\_

Printed name of **parent(s)/guardian(s)**: \_\_\_\_\_

Parent/guardian/**signature(s)**: \_\_\_\_\_

\* Garrison School Cultural Center, 502 N. Water in Liberty, will host events on Sunday, February 5 (3 pm poetry reading) and February 17 (6:30 pm film "Whispers of Angels" about the underground railroad), or the student with friends/family could visit (and report on), for example, the Freedom Fountain on the old Courthouse Square in downtown Liberty, First Baptist Church in Liberty, or in Kansas City the Jazz Museum, Negro Leagues Baseball Museum, Black Archives of Mid-America, statue of York on Quality Hill, etc. Many other sites/events will be promoted during February's Black History Month.

## Annex C: Future Leader badge requirements

[www.lrng.org/kc?search=Garrison%20School](http://www.lrng.org/kc?search=Garrison%20School)

### Garrison School Cultural Center

Ages: 13+  
LRNG level: Level Up  
Category: Society  
Hours: 18



#### Description

Garrison's Badge prepares young people for community success. Society needs culturally cognizant leaders, in every field and area of work. In working toward the Future Leader badge, **learners discover their community in new ways. They deepen skills in research, writing, interviewing, reporting, sharing and showcasing work about community diversity.** Potentials expand, and **young people become more culturally cognizant** as they develop their leadership skills.

#### Criteria

As relates to Missouri Learning standards for Grades 9-12 (adopted Spring 2016):

1. **Deepen understanding of African American achievements and contributions – to the history and development of the greater Kansas City area and the United States of America** (in [Social Studies \(revised\) Expectations](#) document, see Section 5: Peoples, Groups, and Cultures).
2. **Think like a social scientist** – find areas of interest for investigation, formulate questions, and report back on learnings/findings (in [Social Studies \(revised\) Expectations](#) document see Section 1: History, Continuity, and Change).
3. **Read, reflect, synthesize and write about complex topics.** Present knowledge for public display and oral presentation (see high school learning expectations in [English Language Arts \(revised\) Expectations](#) document)

#### Workforce Competency

Team Work Ethic

#### Competencies & Standards

Being Culturally Cognizant, Leadership

#### Opportunity for Cultural Understanding and Community Connections

History and culture can seem boring or one-dimensional in textbooks. The Badge work **takes learners more deeply into the diversity of their community and makes history and culture come alive** through personalized research and writing, **site visits** and **interaction with community leaders.**

## Annex D:

### Description of each XP or experience of the badge playlist

#### XP 1: Visit the Archives?!

Duration: 4 hours

It may seem intimidating, but visiting the Archives to learn about community diversity is exciting. Any current or future leader should know about this resource. And volunteers or staff will help you discover local history and culture you would not otherwise know about.

1. **Clay County Archives**, 210 E. Franklin, Liberty, MO 64068, phone: 816-781-3611; open Monday thru Wednesday 9am to 4pm and on the first Wednesday of each month 6:30pm to 9pm
2. **Black Archives of Mid-America in Kansas City**, 1722 E. 17th Terrace, Kansas City, MO 64108, phone: 816-221-1600; open Wednesday thru Saturday 10am to 4pm and for special events

If at the Clay County Archives, tell the volunteers you are working on the Future Leader Culture badge, through Garrison School Cultural Center and LRNG in Kansas City, and ask them to waive the \$5 fee. The volunteers are happy to provide guidance!

#### What to Submit

Upload a 1 to 2 page report. Include at least one photo related to your theme and one with Archive staff/volunteers. Ideas to inspire you:

1. African American pioneer, inventor, businessperson, contributor to community (woman or man)
2. Newspaper article about historical event, building, phenomena
3. Diary or school yearbook excerpts
4. Map or census data about African American populations
5. Genealogy/ancestry information about your family or another family

Save all work for Showcasing in XP4.

#### Complete these XPs to earn the Badge:



**Visit the Archives?!**  
Duration: 4 hours



**Explore KC Cultural Diversity**  
Duration: 4 hours



**Interview an Elder**  
Duration: 4 hours



**Showcase and Share**  
Duration: 4 hours



**Evaluate and co-create**  
Duration: 2 hours



#### Future Community Leader

**Description**  
Garrison's Badge prepares young people for community success. Society needs culturally cognizant leaders, in every field and area of work. In...

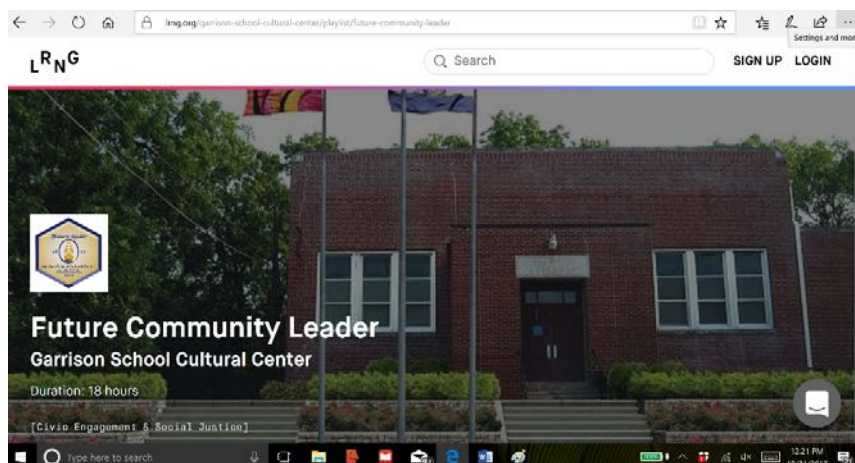
**Opportunity**

## XP2: Explore KC Cultural Diversity

Duration: 4 hours

Explore one of the following sites, or another site of historical and cultural significance to African Americans.

1. **Garrison School Cultural Center**, 502 N. Water St., Liberty, MO 64068, for upcoming public events visit



[www.ccaal-garrisonschool.org](http://www.ccaal-garrisonschool.org) or call 816 591 6199 to visit inside the building, including the art gallery and special exhibits

2. **First Baptist Church**, 336 N. Gallatin St., Liberty, MO 64068
3. **Freedom Fountain**, on the northeast corner of Liberty's downtown square (at Franklin and Water streets), on the lawn of the old Clay County Courthouse, Liberty, MO
4. **Mural, 3rd floor of the Clay County Administration Building**, One Courthouse Square, Liberty, MO 64068
5. **Bruce R. Watkins Cultural Heritage Center and Museum**, 3700 Blue Pkwy, Kansas City, MO 64130. This living museum stands in tribute to the legacy of Kansas City's early African-American pioneers and embodies the artistic, cultural and social history of the African-American experience.

Other ideas (may involve admission fees): **Kansas City Jazz Museum; Negro Leagues Baseball Museum**

### What to Submit

Send (a) a photo of you (with family/friends) at the site and two paragraphs about its historical and cultural significance and your impressions, mentioning the sources for information gathered, or (b) a PowerPoint presentation or 2-minute audio or video file with the same information. Keep copies of photos and all work for possible use in XP4 on showcasing/sharing your work. Remember: no cutting and pasting from Internet or other sources. Use your own words. AND list your information sources.

## XP3: Interview an Elder

Duration: 4 hours

We learn about African American life, leadership and contributions to society by talking with people. Ask around and locate someone in your community who can inform you. Set up a



time and place to meet. And prepare for the meeting. Ignite your curiosity and come up with five to ten open-ended questions – ones that cannot be answered yes or no but rather invite your interlocutor to open up and share. Sample questions: What was your childhood like in the Kansas City area? What was it like at an all black school before integration? What was the social life like (where did people meet up)? Who were the leaders in your church? Who were the business leaders in the community and what do you remember about them? What do you remember about the Civil Rights movement? What was it like to be one of only a few black professors at the college/university? What was it like to teach at an historically black college/university? What questions did I not ask that you would like me to ask? What questions do you have for me/us? Etc.

### What to Submit

Upload:

1. The list of questions you prepared before the interview.
2. Summary of the interview (1 to 2 pages), with a photo. Find an enticing title for your essay/paper and possibly use subtitles to identify different themes addressed.

Remember to SAVE all your work to showcase and share it in XP4.

## XP4: Showcase and Share

Duration: 4 hours

You have learned about the history and culture of American Americans in the greater Kansas City area by visiting the archives, visiting a site, and interviewing an elder. Hopefully, you have also learned more about leadership and how to nurture the leader in you.

It is time to share what you have learned and showcase your work. You choose how to do so. For example, be a Leader by writing and submitting an article to [The Call](#) newspaper (established in 1919). Be a Leader and organize a small gathering of family and friends to share what you learned. Participate in an exhibit at the local library to showcase your work.

**NOTE THAT LIBERTY NORTH HIGH SCHOOL STUDENTS ARE SCHEDULED TO DISPLAY THEIR WORK AT [WOODNEATH LIBRARY CENTER](#) IN APRIL 2017 AND TO SHARE WITH THE PUBLIC ABOUT THEIR WORK AT AN OPEN HOUSE AT THE LIBRARY ON APRIL 25, 2017, FROM 6-7 PM.** Talk to a teacher about sharing some of your work in class. Or...

### What to Submit

If you wrote a newspaper submission, upload your submission. If you organized an informal gathering or participated in a more formal event to showcase and share what you learned, upload a one-page document with a photo and quotes (with names) from at least three people who participated – about what they learned from or appreciated about your work.

## XP 5: Evaluate and co-create

Duration: 2 hours

Help Garrison School Cultural Center, and other organizations interested in similar initiatives, enhance and evolve the learning experience in general and more specifically the XPs and playlist for the Future Leader badge. See yourself as a co-creator of this learning experience and opportunity by sending feedback. Shape it! Inspire others! This is an opportunity for you to reflect on your learning and let Garrison – and others involved in youth and community education – know what you learned and what you recommend.

**What to Submit**

Briefly answer the following seven questions:

1. What did you learn about the diversity of Clay Country / Kansas City history and culture?
2. How do you think the information and experience gained will be useful to you in the future?
3. What challenges did you experience as you completed the XPs?
4. How did the experiences and encounters challenge your thinking?
5. What did you like about the XPs?
6. Why would you recommend this playlist to others?
7. How could the experience be enhanced and evolved in the future?



Annex E: **Student certificate**



## Annex F: Reflections from student mentors

*Individuals are not born leaders.  
They must be guided, mentored, and nurtured.  
Much like the seedlings planted in a garden,  
they must be watered, and weeded, and fertilized, and receive  
enough sunshine to grow into the magnificent persons we desire.  
– Dr. Cecelia A. Robinson*

The Garrison Badge program was an **incredible mentoring opportunity** – for the six Liberty North High School (LNHS) students who chose to participate, and for us mentors. Over the Spring 2017 semester, Dr. Kathryn Toure, Dr. Cecelia Robinson, and Mrs. Rhonda Hollingsworth gave the students 30 minutes of content-focused quality time once or twice per week, along with encouragement, and leadership role-modeling.

The students who presented their work at Woodneath Library Center demonstrated that the playlist assignments (XPs, or experiences) were attainable through commitment, patience, dedication, and work. They developed their skills in reading, research, interviewing, synthesizing, writing, and making oral presentations, all of which are required in leaders.

The students **engaged with history** that is not taught in textbooks. They **met and conversed with community leaders**, and they learned more about African American culture and the heritage of Clay County through research and site visits.

Most of the students gained **more self-confidence and pride**, thus making our efforts worthwhile. We touched the lives of a group of students whose life circumstances are atypical of many of the students attending Liberty North. And they touched our lives.

Eight LNHS students participated in the fieldtrip to the Library and to the Archives in January 2017. They all attended the leadership panel in March. The work of six students was included in the exhibit at Woodneath Library in April, the opening of which three students attended. Three students will earn the Garrison “Leader” badge, a certificate, a letter of recommendation, and the privilege of wearing a multicolored cord at their graduation. These **students achieved the stated learning outcomes**.

We were **touched by comments** such as these (synthesized) from students:

I learned that this is not just a white county. I learned about black history in Liberty and in Kansas City’s northland. In the future, when I write a paper, I will choose black history. I feel more comfortable speaking in front of others. I will have a different outlook on the history of African-Americans. I met new people (including mentors). I learned more about Rosa Parks, and I learned about Claudette Colvin. **It’s really one of the best opportunities of my high school career.**

We very much appreciated being able to **meet the families of our students** at the exhibit at the library. We were **so proud of all the students**, including those that contributed work and showed up to engage with the public.

There were some **challenges**. It took **time** for the mentors to learn how to be productive with the students in the short time span of thirty minutes. It also took time to get to know the students and develop relationships of **trust**.

We also learned some **lessons**. **Writing happens little by little**. Students start by writing a few sentences, and then a paragraph. And then they add on, and before you know it, they have drafted several pages. It was important to be able to work with the students on their essays via Google doc. This ended up being very convivial and appreciated. At least two students contacted us the subsequent semester to review essays, one for a college application. We needed to be **flexible and adaptable**.

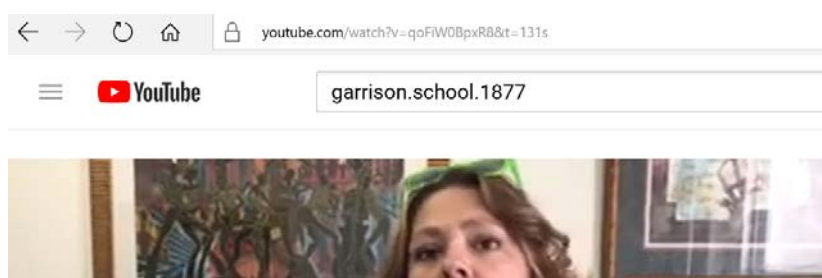
At the outset, we provided an overview of all the badge requirements and expected students to work at their own pace. Some students did, though we had to urge them on especially in the beginning. Then they urged us on. Other students needed more specific deadlines and more guidance.

The badge program mobilized non-academic opportunities which some students seized, i.e. volunteering at the Archives, regularly visiting the library with peers to study, or producing a YouTube video ([www.youtube.com/watch?v=qoFiW0BpxR8&t=131s](https://www.youtube.com/watch?v=qoFiW0BpxR8&t=131s)) on an art exhibit at Garrison School Cultural Center.

In the future, we would try to **meet with the students before the fieldtrip** to propose potential research topics and encourage them to ask questions. That way, students could think more about their topics before arriving at the Archives.

We would also, while at the library, **offer each student the opportunity to sign up on the spot for a library card**.

If possible, we would also **meet early on with parents of the interested / involved students** after a parent-teacher meeting to brief them on Garrison, answer any questions, and solicit their ideas and input.



We worked primarily with students of color; **all students could benefit from participation in this program.**

Finally, we would seek involvement from the Faculty of Education at William Jewell College, not just from the nonprofit leadership program.

We greatly appreciated the **openness of all partners to collaborate.** The level of enthusiasm was high. And **each partner brought creativity and good ideas** to the table. We recognize the quality of the work and the **commitment of the Liberty North High School** administrators, teachers, counsellors and librarians with whom we interacted regularly. The receptionist at the entrance to the school also supported us, and the school-based policewoman took time to attend the March panel with leaders that was held in the library. **The level of all-around involvement was impressive.**

We appreciated the stimulation from KC LRGN and the \$250 award to Garrison/CCAAL from KC Social Innovation to support this initiative. We hope it will inspire others, in Kansas City and beyond. We appreciate input from former professor of urban education at the University of Missouri-Kansas City (UMKC), Dr. Michele Foster, now at the University of Louisville.

Through the collaboration with Liberty North High School and various community organizations in Liberty and beyond, we came to better understand aspects of schooling in the 21<sup>st</sup> century. We also brought more visibility to the work of Clay County African American Legacy and Garrison School Cultural Center to **preserve history, celebrate culture and promote human relations.**

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