

Race Relations on *Intrepid* Post World War II: Previsit Materials and Guiding Questions

- What do you notice about these images? What makes you say that?
- What behaviors do you observe?
- What is the context of the events in these images? What major social movement happened in the United States in the 1950s and 1960s?
- How can an individual help to bring about change in society?
- What is the role of the individual in social and political participation as an agent of historical change?





Thomas J. O'Halloran, photographer. Clinton, Tennessee, school integration conflict, 1956. Gelatin silver print. U.S. News & World Report Magazine Collection, Prints and Photographs Division, Library of Congress (125C) Digital ID # ppmsca 03093//www.loc.gov/pictures/item/2003654353/



Warren K. Leffler, photographer. An integrated classroom at Anacostia High School, Washington, DC, 1957. Gelatin silver print. U.S. News & World Report Magazine Collection, Prints and Photographs Division, Library of Congress (201)//www.loc.gov/pictures/item/2003654359/



Integrated classroom in Nashville, 1957. Gelatin silver print. New York World-Telegram & Sun Collection, Prints and Photographs Division, Library of Congress (125A)//www.loc.gov/pictures/item/00651013/



Cecil Layne, photographer. Little Rock Nine and Daisy Bates pose in living room, ca. 1957–1960. Gelatin silver print. Visual Materials from the NAACP Records, Prints and Photographs Division, Library of Congress (128) Courtesy of the NAACP//www.loc.gov/pictures/item/97516161/



School Dilemma—Youths taunt Dorothy Geraldine Counts in Charlotte, North Carolina, 1957. Gelatin silver print. Visual Materials from the NAACP Records, Prints and Photographs Division, Library of Congress (125B) Courtesy of the NAACP//www.loc.gov/pictures/item/96520936/



University of Alabama Students burn desegregation literature, 1956. Gelatin silver print. Prints and Photographs Division, Library of Congress (121A)//www.loc.gov/pictures/item/98506860/

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We can learn even more about these experiences by listening to the voices of former crewmembers. For this, you will have access to:

- Full oral history transcripts for [Antonio Nibbs](#), [Richard Johnson](#), and [Errol Kellum](#). Click on their names in this paragraph for the full transcript. Look for the time segment in the transcript that corresponds with the segment in the full videos.
- Full oral history interviews with all three former crewmembers on the next two slides. Click on the former crewmembers' name to access the full video of their interviews. You will need to look for the time of each segment. You can read the section of the transcript as the video of that segment plays.

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1. Show [Antonio Nibbs](#) oral history clip (5:34 – 10:29)

- What did we notice?
- What did he say about people of color on the ship?

2. Most underrepresented sailors were not working in high-ranking positions, particularly in the pilot ready room. Describe Nibbs' experience working there (15:20 – 17:58).

3. How does Nibbs describe race relations? (24:35 – 27:00 & 27:02 – 30:07)

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4. Compared to Antonio Nibbs's experience, what was [Richard Johnson's](#) experience like overall?
 - 35:22-36:52 How does Johnson describe growing up in New York and his experience with integration?
5. Show oral history clips from [Errol Kellum](#) during the Vietnam War.
 - 24:00 – 27:06 – Kellum discussing job disparities and race relations. Notice how Kellum is hesitant to discuss the race relations. How might this sentiment reflect on his experiences?
 - 32:19 – 34:19 – Kellum describes an experience working in the combat information center in which another sailor tried to stop him from talking. What words does Kellum use to describe this other man, and what is the significance of that label during the time period?
6. How do these three narratives reflect attitudes towards racism at this time?

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Thumbs Up/Thumbs Down (Wrap-up)

- Share Thumbs Up/Thumbs Down activity with students in which they use the thumbs up buttons to represent a point they agree with, discuss why they agree, then share out to the rest of the group
- Ask students to participate in a trial run in which one side represents “Preferring Cold Weather” and another side representing “Preferring Warm Weather”
- Once students understand the activity, have students participate in a round in which the thumbs up represents “agree” and thumbs down is “disagree” and the statement is “Citizens of a country should set aside other issues in times of war”
- Once that round is completed, have students participate in a round in which the statement is “The Navy responded to resolve racial injustices in a fair way.”
- “Attitudes toward people of color have changed between World War II and today.”