

EDUCATION
WORKSHOP

Raising the
Volume
Episode XXX

*Damon Fordham
reviews local African
American History*

--

Middle School and Up

RAISING THE VOLUME

with **Damon L. Fordham**



CORE SUBJECTS AND 21ST CENTURY THEMES

Mastery of core subjects and twenty-first century themes is essential for all students in the twenty-first century. Core subjects include English, reading or language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics. In addition to these subjects, schools must move forward to include not only a focus on mastery of core subjects, but also an understanding of academic content at much higher levels by weaving twenty-first century interdisciplinary themes into core subjects.

Global Awareness

1. Use twenty-first century skills to understand and address global issues.
2. Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

Civic Literacy

1. Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.
2. Exercise the rights and obligations of citizenship at local, state, national, and global levels.
3. Understand the local and global implications of civic decisions.

Work Creatively with Others

1. Develop, implement, and communicate new ideas to others effectively.
2. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
3. Demonstrate originality and inventiveness in work; understand the real world limits to adopting new ideas.
4. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
5. Implement innovations.
6. Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

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OVERVIEW

Everyone has a story. It's our place to take a moment to listen. Once you listen, your eyes open. You can put yourself in someone else's shoes and try to comprehend their experiences. You may be inspired, you may come away with more knowledge, or you may find a bit of yourself in someone else.

"Raising the Volume" is a series of Black stories. These are stories about Black entrepreneurs, judges, authors, artists, and leaders in our community. These are stories that need to be heard. Led by the Gaillard's Artists-in-Residence Charlton Singleton and Marcus Amaker, "Raising the Volume" gives a platform to Black community members whose lives matter.

As you introduce this series to your students, follow the bullet points below for discussion. Your students will find that they are challenged to think about uncomfortable things. Those conversations are what will help us change our world. In the words of Judge McFarland, "To break down racial barriers, start where you are." So, let's start where we are and see what change we can bring to our community.

For each lesson, split your class into small groups for discussion or discuss as a whole. Choose the model that is the most comfortable for your students so they feel free to discuss opinions openly.

Teachers, if you are interested in scheduling a cross-school discussion on Raising the Volume Episode XXX, please email Sterling deVries at sdevries@gaillardcenter.org. Through cross-school Zoom calls, we can offer students from one school a different perspective on the video with students from a second school. We will schedule class-to-class meetings where whole groups can discuss various topics covered in Episode XXX.

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EPISODE XXX



(CLICK THE IMAGE TO WATCH EPISODE XXX)

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LESSONS

Damon Fordham discusses the trial transcript, the main primary source of the Denmark Vesey Rebellion. According to Fordham, “When you have oppression, you get rebellions.” In Charleston alone, there was the attempted Stono Rebellion of 1739, Figaro Rebellion of 1797, and Denmark Vesey Rebellion of 1822.

[Stono Rebellion](#)
[Figaro Rebellion](#)
[Denmark Vesey Rebellion](#)

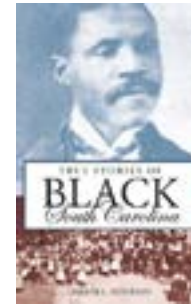
Take a look at the three links of the rebellions mentioned above. In your notebook, write down 2-3 similarities and differences between the three rebellions.

In the transcripts, the story goes that Denmark Vesey would walk down the streets, and when he would see other African Americans bent over doing the work of their white masters, he would chastise them and say, “Stop that, man. You are as much of a man as he is. Straighten up.” And in response to their remarks about him being a free man, he would say, “You deserve to be a slave.” **Why do you think he would respond with: “You deserve to be a slave”? What seeds do you think he was implanting into their minds? What do you think he was leading up to?**

In addition to teaching at The Citadel, Damon Fordham also gives tours of Charleston called “Lost Stories of Black Charleston.” [Click to learn more.](#) **Why do you think these original stories were lost?**

Learn more about Damon Fordham’s books here:

True Stories of Black South Carolina
Damon L. Fordham



“From the Upstate to the Lowcountry, African Americans have had a gigantic impact on the Palmetto State. Unfortunately, their stories are often overshadowed. Collected here for the first time, this selection of essays by historian

Damon L. Fordham brings these stories to light. Rediscover the tales of Samuel Smalls, the James Island beggar who inspired DuBose Heyward’s Porgy, and Denmark Vesey, the architect of the great would-be slave rebellion of 1822. Learn about the blacks who lived and worked at what is now Mepkin Abbey, the Spartanburg woman who took part in a sit-in at the age of eleven and Dr. Martin Luther King Jr.’s visit to Charleston in 1967. These articles are well-researched and provide an enlightening glimpse at the overlooked contributors to South Carolina’s past.”¹

¹ Damon L. Fordham, True Stories from Black South Carolina (Charleston, SC: The History Press, 2008).

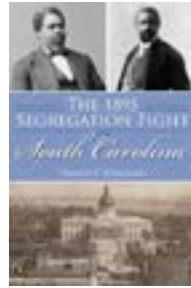
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LESSONS

The 1895 Segregation Fight in South Carolina

Damon L. Fordham



“In 1895, Senator Benjamin Tillman of South Carolina attempted to solidify his political power. He proposed to rewrite the South Carolina Constitution to deny African Americans their constitutional rights and make racial segregation the law of the state. Six Black leaders--Robert Anderson, Isaiah Reed, Robert Smalls, William J. Whipper, James Wigg, and Thomas E. Miller--went to the state capitol in the face of insult and ridicule to make an eloquent stand against these developments. The erudite and forceful addresses of these men drew worldwide headlines but are largely forgotten today. Author Damon L. Fordham attempts to rectify that omission and inspire generations to come.”²

[Click here](#) to read “Discovering Lost African American Stories with Author, Tour guide, and Citadel History Professor Damon Fordham” by *Charleston Magazine*.

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² Damon L. Fordham, *The 1895 Segregation Fight in South Carolina* (Charleston, SC: The History Press, 2022).

ABOUT DAMON L. FORDHAM



Damon Lamar Fordham was born in Spartanburg, South Carolina, on December 23, 1964, to Anne Montgomery and was adopted by Pearl and Abraham Fordham of Mount Pleasant, South Carolina, the following year. He received his master's degree in history from the College of Charleston and the Citadel and his undergraduate degrees from the University of South Carolina in Columbia. He is currently an adjunct professor of World Civilizations, United States History, and African American History at Charleston Southern University and The Citadel in Charleston, South Carolina, and he has taught American History and African American Studies at the College of Charleston. He was a weekly columnist for the Charleston Coastal Times from 1994 to 1998, and he is the author of *The 1895 Segregation Fight in South Carolina*, *Mr. Potts and Me*, *Voices of Black South Carolina: Legend and Legacy*, and *True Stories of Black South Carolina*. In 2006, he co-authored *Born to Serve: The Story of the Woman's Baptist Educational and Missionary Convention of South Carolina*.

Research and articles by Fordham appear in the books *Sweetgrass Baskets* and *the Gullah Tradition* by Joyce Coakley, *South of Main* by Beatrice Hill and Brenda Lee, *Orangeburg 1968* by Cecil Williams and Sonny DuBose, *The Greenwood Encyclopedia of African-American Folklore* for the University of Missouri Press, and *The Malcolm X Encyclopedia* for the University of Southern Mississippi Press.

He has also commented on history and storytelling for numerous radio and television programs in the United States, Canada, Japan, and the United Kingdom. In May 2022, he accompanied fellow educators on a ten-day educational fact-finding tour of Senegal and Gambia, West Africa, where he toured the Slave Port at Gorre Island and spoke to students at the University of The Gambia. He also appeared on the NBC LX News and CBS Sunday Morning in 2022.

Fordham conducts a walking tour called "The Lost Stories of Black Charleston." He has been recognized by the South Carolina House of Representatives for his work in education, historical research, and social justice.

His motto is: "Educate yourself to lead yourself, for if you wait on others to show you the way, you will wait for a long time."

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ABOUT CHARLTON SINGLETON



A native of Awendaw, SC, Charlton Singleton began his musical studies at the age of three on the piano. He would then go on to study the organ, violin, cello, and the trumpet throughout elementary, middle, and high school. In 1994, he received a Bachelor of Arts in Music Performance from South Carolina State University. Since that time, he has taught music at the elementary, middle, and high school levels, as well as being an adjunct faculty member at the College of Charleston. In 2008 he co-founded and became the Artistic Director and Conductor of the Charleston Jazz Orchestra; an 18-piece jazz ensemble of some of the finest professional musicians in the Southeast and the resident big band in Charleston, SC. Mr. Singleton is also the organist and choir director at St. Patrick Catholic Church in Charleston, SC. In November of 2016 he was named the inaugural Artist in Residence at the recently renovated Gaillard Center in downtown Charleston. He remained in this position until July 2019; at that point he was named Artist in Residence Emeritus. In this position he continues to lead the Summer Youth Jazz Orchestra Camp as well as lead the “Jazz Through the Ages” assembly, which attracts a capacity crowd of students at the Gaillard Center.

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Funding for the Raising the Volume program provided in part by:



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