



BETWEEN THE MARGINS



1972 *ORATOR* YEARBOOK HENRY GRADY HIGH SCHOOL

The 25th Anniversary Edition of the Orator yearbook from Henry Grady High School is a historical artifact that is important in Georgia's civil rights journey. Donated by Dr. Harry Wright, the editor of the 1972 yearbook, the object originates from Henry Grady High School in downtown Atlanta. Grady High School integrated in 1961. Dr. Wright's personal connection to the yearbook is related to his friendship with Yolanda King, daughter of Dr. Martin Luther King Jr., whom he met during high school. Together, they experienced the hopes and transformations of a school and a nation navigating racial change.

The yearbook itself was intentionally designed as a powerful statement of unity. Its silkscreen cover, black-and-white page backgrounds, and selective use of red symbolized protest culture, racial integration, and the bloodshed of the Civil Rights and anti-war movements. Photographs throughout the book highlight Black and white students learning, performing, and participating together, which is an intentional visual narrative of successful integration. Preserved by Dr. Wright since 1972, the yearbook is important both as a personal memory and as a cultural record. The yearbook shows how a high school in Atlanta worked hard to "get things right" during a difficult time in history, and it also influenced Dr. Wright's lifelong commitment to civil rights.

Georgia Southern University Pre-Service Teacher:
Eunice Navidad

Community Member Interviewed:
Dr. Harry Wright

Location:
Atlanta, Georgia

Community Member Preserved Artifact:
1972 *Orator* yearbook
from Henry Grady High School

This resource was developed as part of our ongoing partnership with the Library of Congress Teaching with Primary Sources program. In creating this activity, we incorporated materials and educational resources provided by the program to support meaningful engagement with primary sources.

Name:

Directions:

Explore the source (artifact and/or audio) and write your findings below:

- **Observe** - Identify and note details.
- **Reflect** - Generate and test hypothesis about the source.
- **Question** - Ask questions to lead to more observations and reflections.



LISTEN TO THE COMMUNITY MEMBER INTERVIEW.

OBSERVE

- What do you notice first?
- Find something small but interesting.
- What do you notice that you didn't expect?
- What do you notice that you can't explain?
- What do you notice now that you didn't earlier?

REFLECT

- Where do you think this came from?
- Why do you think somebody made this?
- What do you think was happening when this was made?
- Who do you think was the audience for this item?
- What tool was used to create this?
- Why do you think this item is important?
- If someone made this today, what would be different?
- What can you learn from examining this?

QUESTION

- What do you wonder about...
- Who?
- What?
- When?
- Where?
- Why?
- How?

GEORGIA STANDARDS OF EXCELLENCE



- **SSIPS6** Identify and use primary and secondary sources.
- **SSIPS8** Identify social studies reference resources to use for a specific purpose.
- **SSIPS10** Analyze artifacts.
- **SSIPS16** Check for consistency of information.

WIDA ELD STANDARDS



- **Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
- **Argue:** Evaluating multiple perspectives, supporting claims with evidence.
- **Explain:** Analyzing causes/effects, examining historical events.
- **Inform:** Describing social studies concepts, places, or events.
- **Narrate:** Recounting historical events or experiences.