



'63 Boycott

Six-Lesson Curriculum
for Grades 6-12

Introduction

Introduction

This series of lessons was created in partnership between Mikva Challenge and Kartemquin Films. They are written to be used along with the short documentary *'63 Boycott* to engage students in a variety of deeper learning around issues of educational equity, activism, documenting the past and understanding untold histories.

About Kartemquin

Sparking democracy through documentary since 1966, Kartemquin is a collaborative community that empowers documentary makers who create stories that foster a more engaged and just society. Kartemquin's films have received four Academy Award® nominations, and won six Emmys® and three Peabody Awards, among several more major prizes. In 2019, Kartemquin was recognized with an Institutional Peabody Award for "its commitment to unflinching documentary filmmaking and telling an American history rooted in social justice and the stories of the marginalized." Recognized as a leading advocate for independent public media, Kartemquin has helped hundreds of artists via its filmmaker development programs and championing of documentary.

About the Documentary

In 1963, 250,000 students boycotted the Chicago Public Schools to protest racial segregation. Many marched through the city calling for the resignation of School Superintendent Benjamin Willis, who placed trailers, dubbed 'Willis Wagons,' on playgrounds and parking lots of overcrowded Black schools rather than let them enroll in nearby white schools. Blending unseen 16mm footage of the march shot by Kartemquin founder Gordon Quinn with the participants' reflections today, *'63 Boycott* connects the forgotten story of one of the largest northern civil rights demonstrations to contemporary issues around race, education, school closings, and youth activism. *'63 Boycott* has screened at dozens of festivals and museums across the world, won five awards, and was shortlisted for an Academy Award in 2019.

What is Mikva Challenge?

Mikva Challenge is a nonpartisan 501(c)3 organization, founded in 1997 as a tribute to former White House Counsel, Judge, and U.S. Congressman Abner Mikva and his wife Zoe, a lifelong education activist. Mikva Challenge develops youth to be empowered, informed and active citizens who will promote a just and equitable society. We believe that the best way to learn leadership and to learn democracy is to experience both.

Introduction

The most important cornerstone of our work is our belief that young people have knowledge and deserve to fully participate in our democracy. Young people know what's happening in their neighborhoods. They understand the strengths and challenges of their schools. Young people are experts on issues affecting them, their peers, and their communities. Mikva Challenge was founded on the simple premise that youth voice and participation matter, and that our civic and political life will be stronger when youth participate and help shape their own future. To learn more about getting involved with Mikva Challenge, go to www.mikvachallenge.org.

How to use these Lessons

Each lesson includes an overview, objectives, materials, assessments, and alignment to Common Core State Standards , C3 standards and National Core Art Standards.

Format

The lessons in the '63 *Boycott* curriculum follow a Before, During, and After format, beginning with a Bell-Ringer. Here is a brief explanation of this format:



BELL-RINGER: Helps get students settled and ready for the day's lesson. The purpose of the Bell-Ringer is to activate prior knowledge. The Bell-Ringer is inquiry based, activating student expertise and interest as a jumping off point for deeper learning. Ideally a Bell-Ringer should take no longer than five minutes and can be done independently by students (with minimal teacher direction) so the teacher can attend to logistics in the first few minutes of class like taking attendance and conferring with individual students if necessary.



BEFORE: This part of the lesson usually builds off of the Bell-Ringer and acts as a transition to the day's lesson (e.g., students sharing their responses to the Bell-Ringer in a discussion or pair-share). The purpose of the Before is to set the purpose for the lesson.



DURING: Generally consisting of new knowledge or skill acquisition, the During can be accomplished through the teacher modeling a skill, direct instruction of a concept, or deep student-directed inquiry.

Introduction

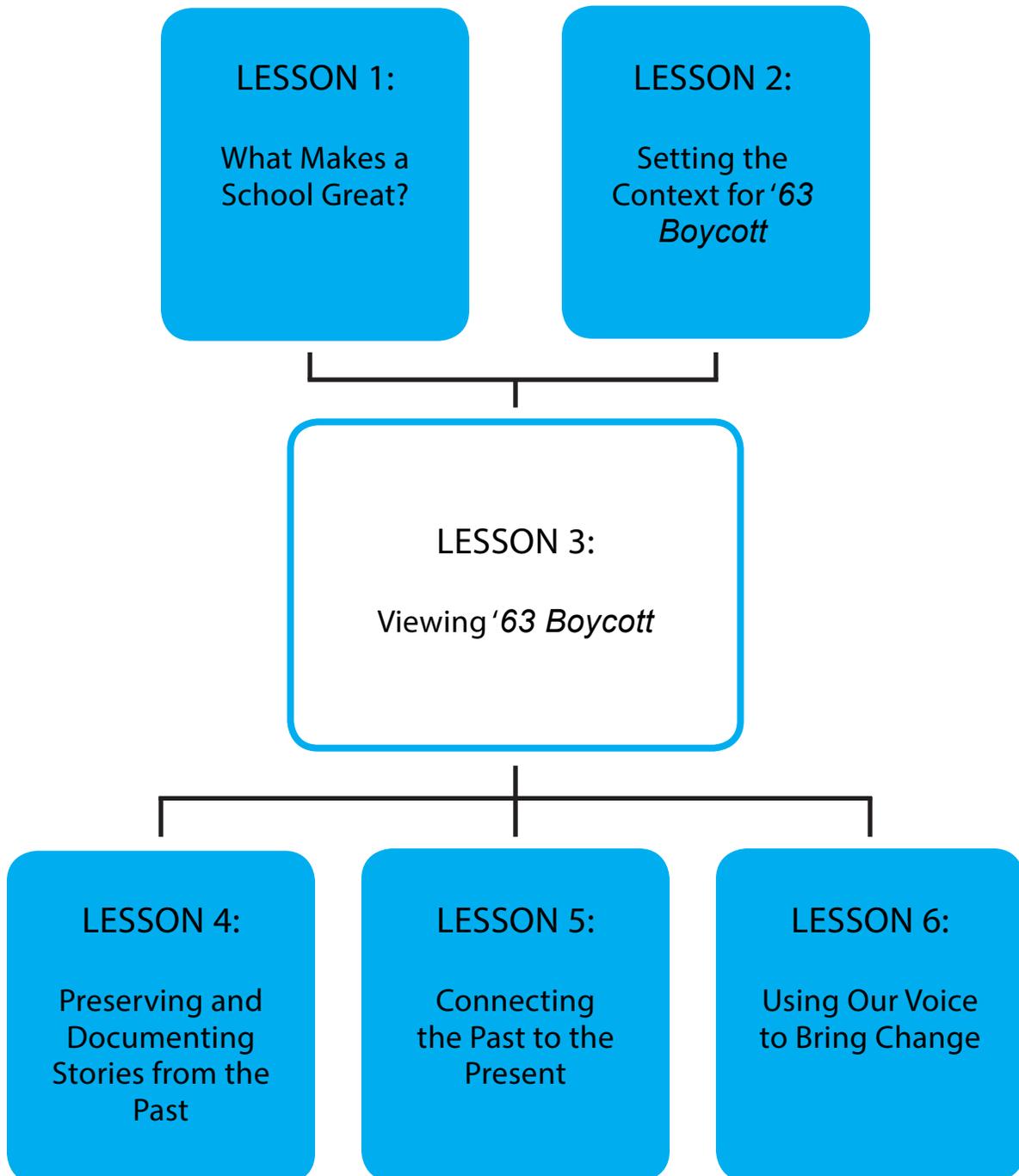


AFTER: Students apply their new knowledge in some way, either through guided work or independent practice to demonstrate their understanding of the new material. The After can act as the daily assessment, so the teacher can gauge whether students understood the day's objectives. If the students do not seem to have understood the objectives, the teacher may want to stop and re-teach what was missed.

Mikva's curriculum is used in a variety of grades and settings and so when appropriate we have included a section called Modifications and Adaptations to provide suggestions for ways to modify and differentiate the lesson to provide multiple entry points for different learners. In addition, we have included Enrichment and Extension suggestions if you have more time, want to challenge students more or want to go deeper into a particular topic.

Introduction

The sequence of the lessons are a “choose your own adventure!” As illustrated in the graphic below, the teacher should choose the pre-viewing lesson and post-viewing lessons that best fit their larger curriculum and learning objectives for their students. While the case study of the 1963 Boycott is grounded in Chicago history, there are universal lessons that are important for students everywhere.



Introduction

Non-Partisanship

Mikva Challenge is a non-partisan, not for profit organization. We do not impart political ideologies on our students, but instead work to create a space for them to examine, explore and analyze so they can form their own opinions. We guide them in skills and tools to be effective civic actors, without telling them how to act or what to act upon. We work to provide exposure so there is balance and choice. We encourage you to follow this framework as well.

Addressing Equity

“The great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do.”

— James Baldwin

The mission of Mikva Challenge is to develop youth to be empowered, informed and active citizens who will promote a just and equitable society. We ground all of our Action Civics process on students improving their community in ways that address root causes of problems. In order to understand today’s issues and political challenges, students need to understand the history that brought us to our current world. This version of the curriculum provides some of that context and perspective so students can place their civic action work within a continuum. This curriculum embraces student exploration of topics of social identity and how it shapes civic identity, privilege and oppression so that students can form their own opinions and work to effectively solve root causes to societal problems. The ‘63 *Boycott* process includes attention to developing empathy and engaging in civic discourse to encourage a diversity of opinions with the understanding that sustainable change requires engaging people of all viewpoints and experiences.

Gender Pronouns

This iteration of ‘63 *Boycott* has paid particular attention to issues of equity and inclusion. To this end, we utilize the non-gender pronoun of “they” throughout. For more on gender neutral pronouns go to <https://www.glsen.org/article/pronouns-resource-educators>.

Introduction

Acknowledgments

We are excited to offer this resource to teachers thanks to the support of the Chicago Learning Exchange (CLX). We are especially grateful for the support of champions like Sana Jafri and other community partners for their dedication to create an active and connected learner-centered community. And of course the funders of the film, without whom none of this would be possible - Chicago Digital Media Production Fund, a project of Voqal Fund administered by Chicago Filmmakers, Illinois Humanities Council, National Endowment for the Arts, The Polk Brothers Foundation, The Richard H. Driehaus Foundation, and Robert Landau.

Thanks to the teachers and students who were part of our focus group classrooms. Their insight and direction helped shaped the lessons you see here. Special thanks to Juanita Douglass for her inspiration for the Gallery Walk in Lesson 2 and to Taryne Moore who organized and facilitated those early focus groups.

Thanks to Freda Lin, Caitlin Smith, Scott Goldstein, Latesha Dickerson, Cathlin Goulding, and Laura Gomez-Mesquita for your lesson writing.

A very special thanks to Rachel Dickson for getting this whole project to happen — we certainly would not have had these lessons without you.

Thanks to the many talented Erika Harano for designing the curriculum.

Jill Bass

Chief Education Officer

Editor

Table of Contents

Introduction	2
Acknowledgments.....	7
Lesson 1: What Makes a School Great? (2 Days).....	9
Lesson 2: Setting the Context for '63 <i>Boycott</i> (2 Days)	18
Lesson 3: Viewing '63 <i>Boycott</i> (1 Day).....	33
Lesson 4: Preserving and Documenting Stories from the Past (3 Days).....	37
Lesson 5: Connecting the Past to the Present (1 Day).....	52
Lesson 6: Using Our Voice to Bring Change (2 Days).....	65
Additional Resources.....	70
Curriculum Resource Materials.....	73

Images, documents, and newspaper articles referenced in the curriculum can also be found at www.63boycott.com/curriculum.

LESSON 1: What Makes a School Great?

Overview:

As an introduction to the film *'63 Boycott*, students will explore the question of what qualities make a good school by conducting an inquiry to analyze their own school's strengths and challenges and then exploring how different people have different views of what they value in a school.

Student Objectives:

Students will be able to...

- Create an inventory describing the schools' assets and needs
- Identify areas for change within their school
- Analyze the characteristics and qualities that make a school great
- Explore different perspectives on school quality and how schools are evaluated

Assets

- Figurative
- Tangible
- Value

Materials:

- Copies of a map of the school building (optional)
- Copies of the handout, Mapping Our School's Assets

Assessment:

- School Asset Map

State Standards:

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

C3 Standards:

D4.1.9-12.

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Vocabulary:

Common Core



BELL-RINGER: Identifying Assets in Our School (5 minutes)

Ask students to identify one thing in our school that is important to them and that they think adds value to the school. Have them partner with another student, explain their one thing and explain why they think it adds value. Encourage them not to focus only on tangible objects but also things like a sense of community, friendly staff, great elective courses, etc.

BEFORE: Assets and Challenges (10 minutes)

LESSON 1: What Makes a School Great?



BEFORE: Assets and Challenges (10 minutes)

Going around the room, have students share one thing they think adds value to the school and create a master list on the board. Explain that we will call things that we think add value – assets. Explain that we might not all agree on assets – what one person might think adds value another person might not.

Now go around the room and ask students to list one thing in the school they think detracts from the value of the school and that they would change if they could. Create a list of these challenges/needs.



DURING/AFTER: Introducing Mapping (40 minutes)

Explain that all schools have assets (things that add value) and that all schools have challenges.

Let students know that they will engage in mapping their school's assets and challenges. Review with students the idea that not all of them are physical things and ask for some examples of assets that might not be a physical thing (e.g., parent involvement, neighborhood safety, etc.)

Pass out copies of the handout, Mapping Our School's Assets and Needs. There are several ways to approach this mapping activity:

1. As a whole class, take a short walk around the building/campus. Gather students and model observational note taking, pointing out assets that are prompted by the walk. Teachers can tailor the pacing and pathway of the walk as desired; the walk can be a quick five or ten minutes. Gather students and return to the classroom.
2. Students can form pairs or small groups to discuss and take notes on their observations of the building, activities, and features unique to the school.
3. Students can conduct their field work solo or with a classmate for homework and bring their notes back to class.

Alternate option:

Consider creating four groups, two which will map the physical assets on a literal map or floor plan of the school and two groups which map the non-tangible assets by completing the Mapping Our School's Assets handout, each would then present the two different types of assets back to the class.

Day 1: What are our school's assets and challenges?

LESSON 1: What Makes a School Great?



HOMEWORK

Have students write a short essay (four paragraphs) that details the assets and needs of your school. A graphic organizer is provided if students need scaffolding with their writing.

ENRICHMENT AND EXTENSION:

Have students contextualize their school's asset and needs map by looking at conditions of other schools. Set up an interview/meet up or tour with students from another school (can be in person or virtual). Have them share their assets and needs with one another.

Have students research school budgets and funding for your district and state. Have them explore ways that schools are funding and assess whether their school has more or less than other schools in your district or state.

Have students work in small groups with chart paper and markers to design their "ideal school." Have them detail in words and images what it would include.

NAME: _____

DATE: _____

Community Mapping Notes

Today we will be observing our school, an important place in our community. The purpose of this field trip is to give you important practice observing and reflecting about a place. Your task today is to take excellent field notes of things you observe and notice about our school's assets and needs. There are ten categories and an "Other" space for you to note any items that might not fit into these categories.

INFRASTRUCTURE (BUILDINGS, UPKEEP, LANDSCAPING)	
Example: Stairs at front of the building; need accessible ramp for students with wheelchairs	
ASSETS	NEEDS

SAFETY (SCHOOL PERSONNEL, TRAFFIC GUIDEPOSTS AND DIRECTION, ADMINISTRATIVE PROCEDURES)	
ASSETS	NEEDS

NAME: _____

DATE: _____

Community Mapping Notes

ART AND BEAUTY (MURALS, STUDENT ART, DISPLAY BOXES, GARDENS)

ASSETS

NEEDS

PATHWAYS (SIDEWALKS, HALLWAYS, WALKWAYS, ROUTES)

ASSETS

NEEDS

SHARED SPACES (LOCKERS, LIBRARIES, EATING AREAS)

ASSETS

NEEDS

NAME: _____

DATE: _____

Community Mapping Notes

STUDENT SERVICES (ACTIVITIES, COUNSELING, NURSING/HEALTH)

ASSETS

NEEDS

FOOD & NUTRITION (LUNCH ROOM, LOCAL STORES AND RESTAURANTS, VENDING MACHINES)

ASSETS

NEEDS

LEARNING (LIBRARY, BOOK ROOMS, TUTORS, STUDY AREAS)

ASSETS

NEEDS

NAME: _____

DATE: _____

Community Mapping Notes

LEISURE (PLAYGROUNDS, AREAS FOR STUDENT CONVERSATION, HANGOUT SPACES)

ASSETS

NEEDS

MOVEMENT & EXERCISE (GYM, EXERCISE EQUIPMENT, ATHLETIC AREAS)

ASSETS

NEEDS

TEACHING (PEOPLE, PROJECTS OR ACTIVITIES, CLASSES)

ASSETS

NEEDS

NAME: _____

DATE: _____

Community Mapping Notes

OTHER	
ASSETS	NEEDS

NAME: _____

DATE: _____

Essay Graphic Organizer

Introduction: Describe your school overall, touching upon its assets and its needs.



Assets: Detail the assets and how they add value to your school.



Needs: Describe the needs of your school and how they detract from the value of your school.



Conclusion: What do you want your reader to walk away thinking/feeling/knowing about your school?

LESSON 1: What Makes a School Great? (Day 2)

Overview:

As an introduction to the film *'63 Boycott*, students will explore the question of what qualities make a good school by conducting an inquiry to analyze their own school's strengths and challenges and then exploring how different people have different views of what they value in a school.

Student Objectives:

Students will be able to...

- Create an inventory describing the schools' assets and needs
- Identify areas for change within their school
- Analyze the characteristics and qualities that make a school great
- Explore different perspectives on school quality and how schools are evaluated

Materials:

- Sticky notes
- School Quality Indicators handout
- Computer with Internet, projector and speakers

Assessment:

- Homework written assignment

Common Core State Standards:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the

strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C3 Standards:

D2.GEO.6.6-8

Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D22.CIV.13.9-12.

Evaluate public policies in terms of intended and unintended outcomes, and related consequences.



BELL-RINGER: What makes a school great? (5 minutes)

Each student should receive four sticky notes on their way in the door. Ask students to think about the top things they believe make a school great and write one per sticky note. Prompt them by suggesting they can think of physical things (e.g., new technology, highly qualified teachers) or ideas or behaviors (e.g., diversity, respect).

LESSON 1: What Makes a School Great? (Day 2)

Have students post their sticky notes on the board and either read them aloud or allow time for students to read the sticky notes of their classmates.



BEFORE: Discussion (10 minutes)

Lead a discussion using the following prompts:

- What makes a school a great school?
- How did different people approach the question differently?
- Was there anything listed you strongly disagree with and why?
- If you had to choose the top 3 qualities/features what would you say?



DURING: Different stakeholders, different priorities (30 minutes)

Have students count off 1-3 and create groups based on their numbers (all the ones are a group etc.). Assign each group a stakeholder group to represent -- students, parents, superintendent/ school board (leaders of the whole school district) and distribute the School Quality Indicators handout.

Explain to students that they should rank the indicators from most important (#1) to least important (#10) for the stakeholders they are representing.

Have students stand up, hold up the number of their group with their fingers (1, 2, or 3) and join with one person from the other two groups to create new groups of three. Explain that they should share their rankings and discuss the reasoning behind the rankings.

Lead a whole class discussion using the following prompts:

- In what ways, if any, did the different stakeholders have different priorities?
- Why do you think that might be the case?
- What did you list as most important for each stakeholder?
- How might the difference in priorities impact a school?
- What does it mean when the people that don't attend or spend significant time in a school

LESSON 1: What Makes a School Great? (Day 2)

get to judge it/rate it as poor/potentially close it down?

- Why does this happen?
- Do students/teachers/school leaders/parents/community members have ways to advocate for their schools with those district leaders or politicians?



After: Case Study: Chicago (10 minutes)

Tell students that often when schools are ranked as being poor quality, it is from people outside of the actual school (district leaders and/or politicians). Explain that in some cases, like in Chicago in 2013, the school board voted to close 54 schools, citing low performance and under utilization. Read the following excerpt from *Ghosts in the Schoolyard* by Eve Ewing, a book analyzing the impact of the school closings in Chicago.

“Most of my family have went to Mayo [school]. My grandma attended. My mother, my aunt. I came from a big family. The Patricks are known in Mayo. Like, we have been going there for so long. Over the years I have watched lots of students graduate, and they were able to come back to their teachers and tell them how high school has been going. Most of them are in college now, and I see them come to the few teachers that are left at Mayo and tell them of their experience of college and high school. This year I will graduate. And most of the students at Mayo, I think of them as my little sisters. They’re family to me. Little sisters and little brothers. I walk through the hallway, and every kid knows who I am. I’m able to speak to them, and I honestly, I wanna be able to watch them graduate.”

– Raven Patrick, 8th grade

Lead a discussion using the following prompts:

- What are your reactions to the quote above?
- If your school was closed, how would that impact you and your family?
- What are some assets that a school might have that people outside of that school might not be aware of?
- What assets does our school have that others outside of our school might not be aware of?

LESSON 1: What Makes a School Great? (Day 2)

HOMEWORK

Different stakeholders hold different perspectives on the quality of a school. As a student at your school, you have a distinct expertise on your school. Write a letter to the leaders of your school district about what you know about your school from your own experience that you think they might not know. What should other people know about your school?

ENRICHMENT AND EXTENSION:

Have students Google their school's report card— all states have a school report card with measures of school quality. Ask them to compare the ratings given to their school to their own perceptions and write about what qualities that aren't measured that they think should be.

Create an "Alternative School Evaluation Form" listing factors that we did not include in today's activity. What measurements do you think should be used that traditionally are not? Then, assess how your own school might measure up on them.

Read the interview with Eve Ewing about her book *Ghosts in the Schoolyard*, available here: <https://chicago.chalkbeat.org/2018/10/19/21105956/eve-ewing-explains-why-some-communities-just-can-t-get-over-school-closings>. As you read, highlight words you see again and again. Then go back through your highlights and note how many times you saw the top 10 or so words you highlighted. Then make a word cloud with the top words Eve uses in the interview the largest to the smallest for the less-used frequent words.

NAME: _____

DATE: _____

School Quality Indicators

	STUDENTS	PARENTS	SUPERINTENDENT/BOARD
TEST SCORES			
RESOURCES			
ATTENDANCE			
ADVANCED PLACEMENT OFFERINGS			
EXTRACURRICULAR OFFERINGS			
SCHOOL SAFETY			
TEACHER EXPERIENCE + RETENTION			
STUDENT ENROLLMENT			
POSITIVE LEARNING ENVIRONMENT			
SCHOOL DIVERSITY			
GRADUATION RATE			

LESSON 2: Setting the Context for '63 Boycott

Overview:

Students will investigate the impact of racial segregation through the lens of Chicago history. Through this lesson, students will analyze the forces that caused segregation and education discrimination in Chicago, which eventually led them to organize protests such as the 1963 boycott.

Student Objectives:

Students will be able to...

- Analyze primary and secondary sources to make sense of history
- Describe the impact of history on the present day
- Evaluate the causes and effects of racial segregation policy

Materials:

- Computer with Internet and projector
- Printed copies of primary sources (see links below) for each station

- Gallery Walk Notes handout

Assessment:

- Gallery Walk Notes handout and Homework

Common Core State Standards:

CCSS.ELA-LITERACY.RH.9-10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas

or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

C3 Standards:

D2.HIS.9.6-8.

Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

D2.HIS.14.9-12.

Analyze multiple and complex causes and effects of events in the past.

PRIOR TO CLASS

Print out the images and text below (one copy of each) and create a packet of materials for each station. Organize the classroom into five stations (can be at desks or hung around the room) with the materials printed. These images can also be found in an online gallery at www.63boycott.com

Photo - "Jim Crow Harms All Our Children" protest sign

Photo Credit: Art Shay

STATION 1: RACIAL TENSIONS IN NEIGHBORHOODS

Photo - "Living Together is Inevitable" protest sign

Photo Credit: Art Shay

LESSON 2: Setting the Context for '63 Boycott

Photo - White homeowner selling her home

Photo Credit: Art Shay

Photo - White homeowner moving out of her home

Photo Credit: Art Shay

Photo- Go back to Your Neighborhood

Photo Credit: Art Shay

Article - Confessions of a Blockbuster - The Saturday Evening Post

STATION 2: SEGREGATION IN CHICAGO DURING THE 1960S

Photo - White neighborhood

Photo Credit: Art Shay

Photo - White neighborhood 2

Photo Credit: Art Shay

Photo - Black neighborhood 1

Photo Credit: Art Shay

Photo - Black neighborhood 2

Photo Credit: Art Shay

Photo- Highway to the Suburbs

Photo Credit: Art Shay

Photo - "Jim Crow Must Go" protest sign

Photo Credit: Allan Koss

STATION 3: SEGREGATION AND THE COURTS

Plessy v. Ferguson, 1896:

The Supreme Court created the "separate but equal" doctrine to uphold the practice of racial segregation. The Supreme Court ruled that a law that "implies merely a legal distinction" between whites and Blacks was not unconstitutional. As a result, legislation and practice of racial segregation were legally permitted.

Brown v. Board of Education, 1954:

The court overturned the "separate but equal" doctrine in the field of education stating that "in the field of public education the doctrine of 'separate but equal' has no place," as segregated schools are "inherently unequal."

"it needs to be said that despite the legal victories in the courts, and despite the moral

LESSON 2: Setting the Context for '63 *Boycott*

victories in the lunch counters and on the buses... the actual benefits have touched relatively few Black folks, particularly in northern metropolises." Although legal segregation ended, de facto segregation still affected most schools. De facto segregation exists without the sanction of the law.

Excerpt from "Why We March: Race And Schools in Another Perspective," an essay on the corruption of Chicago's education system

STATION 4: PROTESTING SCHOOL OVERCROWDING

Chicago Defender Article - "Urge Boycott of Willis Wagons"

Chicago Tribune Article - "Seek Boycott of School"

Photo - Protest against Willis Wagons/Mobile School Units or Classrooms

Photo Credit: Chicago Tribune

Photo - "No More Willis Wagons" protest sign

Photo Credit: Allan Koss

Photo - "Ghetto Schools are Inferior" protest sign

Photo Credit: Allan Koss

Photo - "Jim Crow Harms All Our Children" protest sign

Photo Credit: Art Shay

Chicago Defender Article - "Englewood Boycott Parents Begin Sit-In"

Photo - "Equal Education for ALL Chicagoans" protest sign

Photo Credit: Art Shay

STATION 5: '63 Boycott BOYCOTT

Flyer - "Fight School Segregation - Freedom Day School Boycott"

Flyer - "Join the School Boycott on Freedom Day"

Flyer - "On Freedom Day Strike Back At..."

Flyer - "No Such Thing as Separate But Equal"



BELL-RINGER: Interpreting an image (5 minutes)

Project the photo "Jim Crow Harms All Our Children" protest sign and have students respond to the following prompt:

LESSON 2: Setting the Context for '63 *Boycott*

What does the sign mean? Do you agree with it? When do you think they made/used this sign? Does it still apply today?



BEFORE: Share (10 minutes)

Have students share their interpretations of the bell-ringer photo and explain that they will look at other primary source documents and investigate what they think they represent. Explain that in this way they will be acting as historians, which in some ways is like being a detective, piecing together information about a time in history based on images and documents.

Ask students to brainstorm ways they can make sense of documents and images they see, and offer the following ideas (if they don't come up already):

- Look at how people are dressed, how the scenery looks
- Connect what they see to information they already know
- Can they identify a general time period by how things look or other context clues? What do they know about that time period?



DURING: Gallery Walk (25 minutes)

Explain to students that when looking at historical time periods we have to recognize that the language that was used at the time might not be the language we currently use and in fact, can be outdated or offensive. Explain that because we will be examining primary source documents from history, there will be some of that language including:

PAST USE	PRESENT USE AND ACCEPTABLE
Negro Oriental ghetto	Black or African American Asian or Asian American poor urban community or inner city

Distribute the Gallery Walk Notes handout to every student and then divide students into five groups and assign each group to a station to begin. (You can have seated stations at tables or standing stations with the sources posted on the wall) .

- Instruct students to examine the sources at their station and complete the corresponding

LESSON 2: Setting the Context for '63 *Boycott*

row of the Gallery Walk Notes handout for their station. Allow students seven minutes at each of three stations and have them rotate to their right. After the third round, ask students to take the next four minutes back at their seats to complete their notes on the three stations they went to today. Note that they will complete the other two on the following day.



AFTER: Response to injustice (5 minutes)

Based on what they've learned so far, have students answer these prompts with the sentence frame below.

What do you think the government could have or should have done to improve the vastly different conditions in Chicago's neighborhoods and schools?

Think about how your city, state, zip affects segregation and school funding. Is our school segregated? Why are Chicago schools still segregated? Did the '63 boycott change anything?

I believe..... but others might say....but I disagree because...Therefore...

Think about how your city, state, zip affects segregation and school funding. Is our school segregated? Why are Chicago schools still segregated?



HOMEWORK

Have students interview their parents, grandparents, guardians or another adult in your school district. Have them ask:

Did you attend a good school? Why or why not? Do you think schools are more or less segregated today? Does it matter? In what ways do people in our community take action, support or get involved to improve local schools? What are the types of things we do to improve schools? What have we done in the past?

EXTENSION/ENRICHMENT

Have students read <http://www.thehistoryreader.com/contemporary-history/lorraine-hansberry-and-chicago-segregation> for another perspective of Chicago's housing history.

NAME: _____

DATE: _____

Gallery Walk Notes

Station # and topic	What do you see/read? Describe it.	What do you think it means? Interpret it.
1: Racial Tensions in neighborhoods		
2: Segregation in Chicago 1960's		
3: Segregation and the Courts		
4: Protesting School Overcrowding		
5: 1963 Boycott		

LESSON 2: Setting the Context for '63 Boycott

Overview:

Students will investigate the impact of racial segregation through the lens of Chicago history. Through this lesson, students will analyze the forces that caused segregation and education discrimination in Chicago, which eventually led them to organize protests such as the 1963 boycott.

Student Objectives:

Students will be able to...

- Analyze primary and secondary sources to make sense of history
- Describe the impact of history on the present day
- Evaluate the causes and effects of racial segregation policy

Materials:

- Computer with Internet and projector
- Printed copies of primary sources (see links in Prior to Class of Lesson 2 Day 1) for each station

- Gallery Walk Notes handout (see Lesson 2 Day 1)

Assessment:

- Gallery Walk Notes handout and Homework

Common Core State Standards:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas

or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

C3 Standards:

D2.HIS.9.6-8.

Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

D2.HIS.14.9-12.

Analyze multiple and complex causes and effects of events in the past.

PRIOR TO CLASS

Put the Bell-Ringer quote on the board. Have the following on the board before class:

“Segregation is like air and water. We just live it. We just breathe it. We don’t really think about it. It’s just the way things are.”

- Mary Pattillo



BELL-RINGER: Segregation quote reflection (5 minutes)

Have students quick write:

LESSON 2: Setting the Context for '63 *Boycott*

- Is your city or your neighborhoods divided- whether by race or some other way? Do you notice it regularly? Explain how your city, town or neighborhood is either integrated or segregated.
- What does the sign mean? (What sign is the writer referring to?) Do you agree with it? When do you think they made/used this sign? Does it still apply today?



BEFORE: Barriers to housing (15 minutes)

Thinking about the Gallery Walk you participated in yesterday and your prior knowledge– what barriers existed in the past and what barriers do you think exist now to having your own home and living where you want to live?

Brainstorm on the board. Create a t-chart with past barriers on one side and present barriers on the others. As they brainstorm, ask students whom those barriers apply to.

Next, watch the video *The Racist History Of Chicago's Housing Policies [Inside Chicago, Part 1]* at https://www.youtube.com/watch?v=LN_8KIpmZXs on the history of housing segregation in Chicago. Tell them as they watch they will add to both columns on past barriers, present barriers and in parenthesis next to each, who is most affected. When finished, briefly discuss what students added.



DURING: Gallery Walk (15 minutes)

Now you will continue with the Gallery Walk you began yesterday. Make sure that students have the Gallery Walk Notes handout and ask them to first identify which two stations they did not cover yesterday. Direct them to start at the station that is next on their list and ensure there is only one group at each station. Review the two questions they should be taking notes on. Now, allow students seven minutes at each of two stations remaining. When finished, ask students to return to their seats and make sure their full organizer is complete.



AFTER: Taking stock (10 minutes)

Conduct a whole class discussion about their responses to the stations. After allowing time for students to piece together what they saw and interpret what they think it represents you can provide the following information:

LESSON 2: Setting the Context for '63 *Boycott*

Because of housing segregation in cities like Chicago, certain neighborhoods became almost entirely white while other neighborhoods were almost entirely Black. Redlining was the federal policy that denied federal bank loans in black communities forcing Blacks into contract buying. These were unfair contracts with high interest that resulted in many Black homeowners losing their homes. The Contract Buyers League fought back against redlining.

As a result, Black neighborhoods became overcrowded and received poor public services, including education. Schools in Black neighborhoods were overcrowded and received inferior resources and supplies. When Chicago Public Schools Superintendent Benjamin Willis proposed building temporary classrooms (later known as Willis Wagons) to address overcrowding in Black schools rather than send Black children to nearby and better resourced white schools, people organized in protest.



HOMEWORK

Using the evidence you collected during the Gallery Walk, describe the causes and the effects of racial segregation policies. Also consider how you think racist housing policies might have influenced schools.

ENRICHMENT/ EXTENSION

Watch part two of the series on "Inside Chicago" called "Why Chicago's Schools are Broken" at https://www.youtube.com/watch?v=ert_qPXQGQA&t=287s

LESSON 3: Viewing '63 Boycott

Overview:

Students will gain an understanding of the 1963 boycott of Chicago Public Schools by watching the film, '63 Boycott. They will make connections between their own lives and the major themes of the '63 Boycott film through journaling activities and class discussions.

Student Objectives:

Students will be able to...

- Relate personal perspectives and experience in schools to themes of the film
- Summarize people, places, and events of the film

Materials:

- Stand and Declare signs: Agree, Disagree, Strongly Agree, Strongly Disagree
- Viewing '63 Boycott Guide handout
- The film, '63 Boycott (running time approximately 31 minutes)

Assessment:

- Film notetaker

Common Core State Standards:

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-LITERACY.SL.11-](#)

12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research

is required to deepen the investigation or complete the task.

C3 Standards:

D2.CIV.6.K-12.

Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

National Core Arts Standards:

MA:RE8.1.II.

Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

PRIOR TO CLASS

Hang Agree, Strongly Agree, Disagree and Strongly Disagree signs around the room in each of the four corners.



BELL-RINGER: Stand and Declare (10 minutes)

With the signs posted around the room, ask students to stand up. Point out where the signs are posted and that students will walk to the corner based on their agreement/disagreement with each of the following statements. Read each statement and then allow 2-4 students to respond to each

LESSON 3: Viewing '63 *Boycott*

from differing perspectives.

- Our school is integrated across race and class lines (we have students that represent multiple races, ethnicities and economic classes).
- Schools in our district (or substitute district for city/state/country) get the same amount of resources.
- There are some schools in our district that should be closed down.
- In places where schools have low test scores, we should close those schools and open new ones.



BEFORE: Prep for film (5 minutes)

Explain to students that they are going to watch a short documentary called '63 *Boycott* that explores some of the ideas from the Stand and Declare. Distribute the Viewing '63 *Boycott* Guide handout and have students read through it so they know how to focus their thinking as they watch the film.

Ask students to describe what a documentary film is. Make sure you explain that it is a real story, not a dramatization, and the people in the film are real people.



DURING: View '63 *Boycott* (40 minutes)

Distribute the Viewing '63 *Boycott* Guide handout and instruct students to complete the handout while they watch the film.



AFTER/HOMEWORK: A day in the life (15 minutes)

Have students complete the reflection section of the viewing guide.

NAME: _____

DATE: _____

Viewing '63 *Boycott* Guide

While you view the film, *'63 Boycott*, focus on a few key themes throughout: one PERSON who you can track, what you learn about the PLACE where the film is set, and any critical EVENTS that occur.

PEOPLE: Choose one person in the film and follow them throughout your viewing. Make notes on what you learn about their background, statements, actions, and life history.

Ralph Davis, Sandra Murray, Rosie Simpson, Charles Smith, Ben Willis, Jill Willis, Don Rose

PLACES: What do you observe about Chicago? Make notes about anything you learn about Chicago's history, neighborhood resources, organizations, needs, or landscapes.

EVENTS: Jot down any major events that happen during the film.

NAME: _____

DATE: _____

Viewing '63 *Boycott* Guide (Continued)

QUOTES: Write down any powerful statements you hear that stand out to you.

REFLECTION: What did this film make you think about?

REFLECTION: What questions do you have?

LESSON 4: Preserving and Documenting Stories from the Past

Overview:

Students will explore the idea of telling stories from the past through film. They will conduct interviews, identify important stories and visuals and prepare a storyboard.

Student Objectives:

Students will be able to...

- Create historical records of untold stories
- Explain the importance of oral history and individual stories in telling history
- Document history by writing a film storyboard and (optional) mini-doc

Vocabulary:

- Open-ended
- Archival
- Storyboard
- Artifacts

Materials:

- Learning from History through Personal Interviews handout

Assessment:

- Learning from History through Personal Interviews handout
- Organizing the Subject's Story (Day 2)
- Storyboard (Day 3)
- Exit Ticket (Day 3)

Common Core State Standards:

CCSS.ELA-LITERACY.SL.6-12.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

C3 Standards:

D2.HIS.7.9-12.

Explain how the perspectives of people in the present shape interpretations of the past.

D2.HIS.11.6-8.

Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

National Core Arts Standards:

MA:CR1.1.8

Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.

MA:CR1.1.I

Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

LESSON 4: Preserving and Documenting Stories from the Past



BELL-RINGER: Reflecting on interviews (5 minutes)

Ask students to think about the stories told through the interviews in '63 *Boycott*. Ask them to think about other interviews they have read, heard or seen on TV that were really effective in telling stories of the past. Ask them to write down a description of why the interview effectively captured stories of the past.

If students are having difficulties identifying interviews/stories from the past, you can bring in examples of video and print interviews that document stories from the past.

Ask students to share responses from the Bell-Ringer.



BEFORE: Open-ended question game (15 minutes)

Ask students to take a moment to think about the documentary '63 *Boycott* and how they experienced the film as an audience member. Ask: What parts made you laugh and what parts made you feel emotional? Why do you like music? Name a movie you like? Why would you recommend it?

Tell students that today they will think about the film from the perspective of a documentary filmmaker. Documentary filmmakers play many roles including interviewer.

Explain to students that one of the most important skills of an interviewer is to be able to draw out information from their subject. This comes as a result of making the interviewee comfortable, by the ability to ask open-ended questions, and carefully listening to responses given by the interviewee.

Demonstrate asking good questions by first asking a student a series of closed-ended and yes and no questions (e.g., Did you wake up early this morning? Did you eat breakfast? What did you eat for breakfast? Do you like rap music? What movie did you last see?). Then compare this by asking another student a series of open-ended questions (e.g., Would you describe yourself as a morning person? Why or why not? Describe your ideal morning. Describe the best breakfast. Why do you like music? Name a movie you like. Why would you recommend it?). Have the class compare the qualities of the two sets of answers. Explain that open-ended questions lead the subject to provide descriptive answers.

Explain that you will play a quick game to practice the skill. One person must choose a character (can be historical, real, or fictional). People must ask only open-ended questions to find out about who this character is. So instead of asking "Do you have any siblings?" one could ask "Describe the

LESSON 4: Preserving and Documenting Stories from the Past

members of your family and your relationship with them.”The person being questioned will answer the questions honestly but should try not to give too much away too quickly. Anyone who asks a closed-ended question earns a strike. The goal is to guess the character correctly before earning three strikes.



DURING: Preparing for an interview (15 minutes)

Distribute and read together Learning from History Through Personal Interviews. Using the guidelines on the handout, have students write down two people they would want to interview. Have students consider how their interview will document events from the past. Have students prepare a list of questions and plan for when and how they will conduct the interview.



AFTER: Sharing your interview plan (10 minutes)

Have students find a partner and share their interview plans and questions with each other. Partners should provide feedback (Is the plan thought through? Will they have enough time? Are the questions clear?).



HOMEWORK

Students should conduct interviews and come to class with the notes and/or video. You may want to give students a few days/the weekend to complete the assignment.

Learning from History Through Personal Interviews

You will research someone from an older generation to learn about how this person experienced a historical time period. Find someone you feel comfortable with. Ask for permission to film the person, explaining it is for a class project. If they don't want to be filmed (a cell phone works fine for filming), ask them if they are okay with an audio recording. You can also take photos of their objects from the past. If they refuse an audio recording, be sure to keep good notes during the interview.

Tips for Interviews

- Arrange a time and place for the interview. Make sure you and your interviewee both have enough time to talk and locate a quiet place to conduct the interview.
- Prepare a series of open-ended questions to ask (samples are provided below). Remember to ask open-ended questions to avoid yes or no answers. You want to have a structure but don't get too tied to your prepared questions—allow room for the spontaneous questions and answers.
- Do your homework. Find out as much as you can before meeting in person: create some questions based on the knowledge
- Arrive on time with all of your supplies (questions, paper, pens, charged cell phone).
- If you are filming the interview, conduct a 10 second test so you can assess sound and light and make adjustments if necessary). You can work with a partner if you want help filming but you must still conduct one interview per student (2 total if working as partners).
- Be sure to write the name of the person (ask them to spell their name if necessary), title, contact information, and the date you met.
- If you are not filming, take good notes during the interview.
- Allow the interview to go off on a tangent but don't forget to bring it back to your original questions.
- Try rephrasing a question a different way.
- Be patient.

Learning from History Through Personal Interviews

- A key to being a good interviewer is being a good listener. Ask follow up questions. Follow-up questions are the questions you ask after you hear something and you want to know more about what the speaker is telling you. Be open to new ideas your subject might bring up.
- Avoid cutting people off.
- Maintain eye contact with the person you are interviewing. Let them know you are listening and encourage them by nodding your head or other gestures that will encourage them. Be careful not to look at your questions while they are talking.
- Be polite.
- Remember, you are there to listen to them so focus on listening and let them do most of the talking.
- If interviewees are speaking too quickly, you can ask them to slow down.
- Always thank interviewees for their time and then send a follow-up thank you (e-mail, letter, card).

Sample questions:

1. When and where were you born? (This is a closed-ended question.)
2. Tell me about the home and neighborhood you grew up in. What was great about it? What might have been challenging about it? What are some vivid memories you have from that time and place?
3. What were your favorite activities to do as a child? Give an example of what it was like to engage in one of these activities (e.g., favorite book, sport, game).
4. What is something that is different today than how it was when you were younger? Describe the difference.
5. What is something that you think younger generations should know about that you are concerned they don't know?
6. How has your past shaped who you are today?

NAME: _____

DATE: _____

My Interview Plan

I will interview...

I am choosing this person because...

I am available (days/times) for the interview:

My interview questions:

LESSON 4: Preserving and Documenting Stories from the Past

Overview:

Students will explore the idea of telling stories from the past through film. They will conduct interviews, identify important stories and visuals and prepare a storyboard.

Student Objectives:

Students will be able to...

- Create historical records of untold stories
- Explain the importance of oral history and individual stories in telling history
- Document history by writing a film storyboard and (optional) mini-doc

Vocabulary:

- Open-ended
- Archival
- Storyboard
- Artifacts

Materials:

- Organizing the Subject's Story handout

Assessment:

- Learning from History through Personal Interviews handout
- Organizing the Subject's Story (Day 2)
- Storyboard (Day 3)
- Exit Ticket (Day 3)

Common Core State Standards:

CCSS.ELA-LITERACY.SL.6-12.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

C3 Standards:

D2.HIS.7.9-12.

Explain how the perspectives of people in the present shape interpretations of the past.

D2.HIS.11.6-8.

Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

National Core Arts Standards:

MA:CR1.1.8

Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.

MA:CR1.1.I

Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

LESSON 4: Preserving and Documenting Stories from the Past



BELL-RINGER: Interview reflection (5 minutes)

Have students write a reflection using the following prompt:

List 2-4 interesting things you learned about this person from your interview.



BEFORE: Share collected oral histories (15 minutes)

Divide students into groups of three to share the stories they learned about from their interviews.

Have students share who they interviewed and the time period this person mainly describes within the interview. Students will also share their responses from the Bell Ringer.

As each student presents the findings from their interviews, the other students in the group should write down their responses by answering the following:

What parts of the story stood out to you the most? Why?

At the end of each presentation, the other students will share their feedback. Students will use this feedback to determine what specific story they want to share with the rest of the class.



DURING: Review individual stories from '63 Boycott (15 minutes)

Tell students that they will be writing stories about their interviewees and creating a plan for how they would document this story in film. In order to do this, they will investigate how '63 *Boycott* used individual stories to tell the larger story of the 1963 boycott.

Instruct students to take out the Viewing '63 Boycott Guide. Tell students to look at the "People" section from the handout and review the individual stories told within the '63 *Boycott* film. Do a quick popcorn discussion to remember some

Display a copy of the Organizing the Subject's Story handout. Using the story of Sandra Murray, or another notable story from the film, complete the graphic organizer with students. Discuss the following with students:

- Main ideas
- Why was this story memorable for the interviewee?

LESSON 4: Preserving and Documenting Stories from the Past

- What does this story teach?

For example, students learned about how Sandra Murray's school counselor discriminated against her and how she participated in and was impacted by the 1963 boycott. Her story highlights how Black students were not treated fairly in schools, which is one of the reasons why the 1963 boycott occurred.

In addition, note the visual elements used to tell stories in *'63 Boycott*:

- Personal photos
- Archive film footage and old home movies
- Newspaper headlines & photos
- Old posters
- Graphics made by filmmaker, including title cards



AFTER: Organizing the subject's story (20 minutes)

Explain to students that the person they interviewed will become the subject of a potential film. Direct students to complete Organizing the Subject's Story by using students' interviews and group sharing feedback.

NAME: _____

DATE: _____

Organizing the Subject's Story

Choose one main story you heard and learned from the person you interviewed. Complete the following chart based on this story.

<p>Main ideas:</p> <p>Give details on what happened in the story.</p>	
<p>Why was it memorable (for the interviewee, for the interviewer)?</p>	
<p>WHAT DOES THIS STORY TEACH?</p> <p>What did you learn about the time and place that the person you interviewed lived in?</p> <p>Why might their story be important to know to understand history of this time and place?</p>	<p>This person's story has shown me that...</p> <p>This story teaches people that...</p>

LESSON 4: Preserving and Documenting Stories from the Past

Overview:

Students will explore the idea of telling stories from the past through film. They will conduct interviews, identify important stories and visuals and prepare a storyboard.

Student Objectives:

Students will be able to...

- Create historical records of untold stories
- Explain the importance of oral history and individual stories in telling history
- Document history by writing a film storyboard and (optional) mini-doc

Vocabulary:

- Open-ended
- Archival
- Storyboard
- Artifacts

Materials:

- Organizing the Subject's Story handout

Assessment:

- Learning from History through Personal Interviews handout
- Organizing the Subject's Story (Day 2)
- Storyboard (Day 3)
- Exit Ticket (Day 3)

Common Core State Standards:

CCSS.ELA-LITERACY.SL.6-12.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

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Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

C3 Standards:

D2.HIS.7.9-12.

Explain how the perspectives of people in the present shape interpretations of the past.

D2.HIS.11.6-8.

Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

National Core Arts Standards:

MA:CR1.1.8

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MA:CR1.1.I

Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

LESSON 4: Preserving and Documenting Stories from the Past



BELL-RINGER: Thinking about visual images (5 minutes)

Show a minute or two of '63 *Boycott* (consider using Sandra Murrery's story found between 2:32 and 3:24 of video) and ask students to keep a running list of what visuals they are seeing. Depending on what part of the film you choose to show, they will be seeing interviews with people today, footage from '63 *Boycott*, posters and flyers and newspaper articles from the time. Introduce students to the term

Archives: collections of historical material.



BEFORE: Brainstorm (5 minutes)

Ask students to brainstorm images or things they think would help tell their story.



DURING: Creating a storyboard (30 minutes)

Students will create a storyboard that combines the visuals they want to use with their films and the stories they wrote from their interviews. Explain to students that they will complete a storyboard that tells one of their subject's stories. Explain that a storyboard is a tool for sketching out how a film will unfold, shot by shot. It looks like a comic strip.

Explain that they should write what is being said in the lines under the boxes and they should draw what is happening visually while the words are being said. They can use stick figures in their drawings.

Have students put their completed storyboard on their desk and give each student three sticky notes. Explain that they will circulate and read three storyboards and provide feedback using one sticky note per storyboard. The feedback should be constructive and include something they liked and something that could be improved.

Write or project the following prompts on the board to guide students in their feedback:

What I like about this story is... OR This is interesting because...

What could use some improvement is... This would help your audience because...

Students will start at their desks. Direct students to move clockwise from their desk to the next desk over to read the storyboard and provide feedback. Set a timer for four minutes at each desk.

LESSON 4: Preserving and Documenting Stories from the Past



AFTER: Exit ticket (5 minutes)

Have students complete an exit ticket that completes the prompt:

This story is an important and interesting story to tell because...



HOMEWORK

Have students refine the storyboard they worked on in class based on peer feedback and/or create a second storyboard for different story their subject shared.

ENRICHMENT AND EXTENSION:

Storyboarding can be a tricky skill to teach students. To help you explain the concept, watch the video at <https://www.youtube.com/watch?v=5PFuNzLd9Q&index=3&list=PLvzOwE5IWqhQgJLbM0CzEM4sKW79pCGCQ> for other examples.

Have students create their mini-docs using the archives/image and interview. You may want students to team up for this. If you do this, we encourage you to discuss “fair use” with students. <http://thelamp.org/portfolio/why-do-i-need-to-understand-fair-use/> is a great resource for that.

A basic sample rubric is provided for assessing mini-docs. If you spend more time on the mini-docs we recommend adding categories for sound, video editing and creativity.

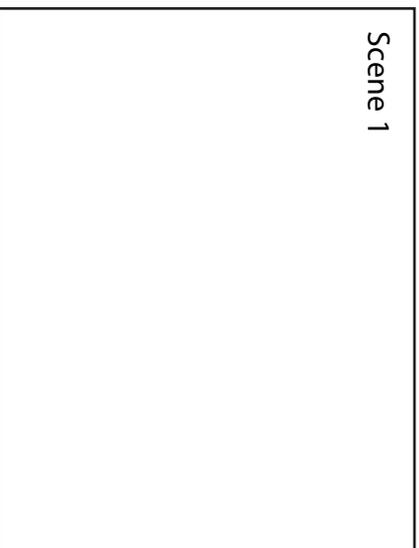
The '63 *Boycott* Digital Exhibit and all of the raw footage from the film can be found at www.mediaburn.org/63boycott. Information about additional lesson plans incorporating this material can be found there as well.

NAME: _____

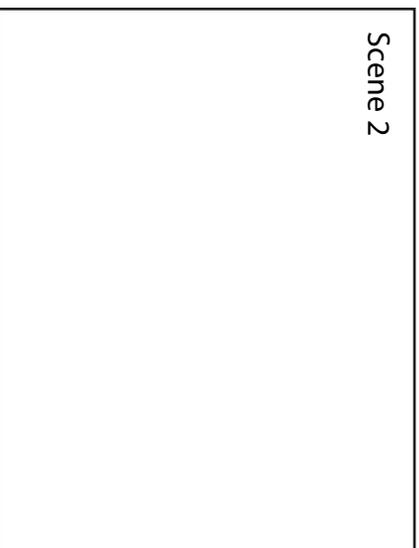
DATE: _____

Use the storyboard below to draw one of your subjects' story. Draw what the viewer would be seeing (use the visuals and archival documents you identified) and the lines below to write out what they would be hearing (what is the text)?

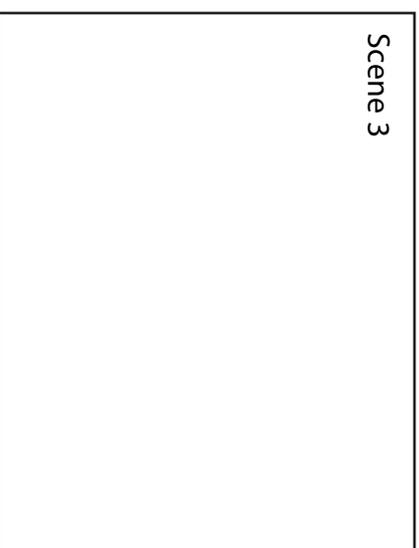
Scene 1



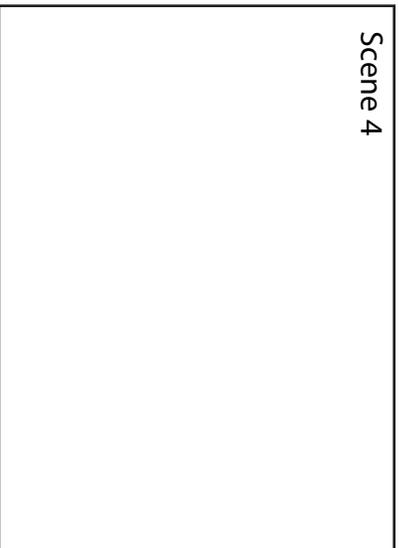
Scene 2



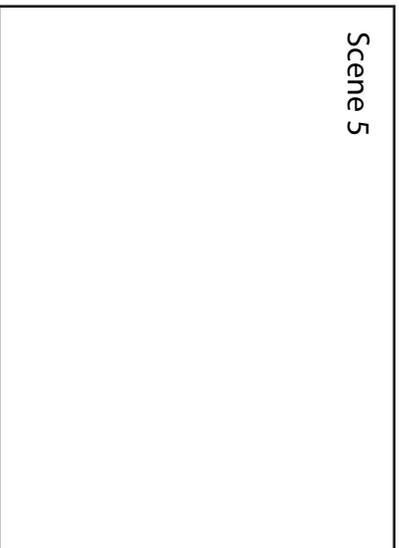
Scene 3



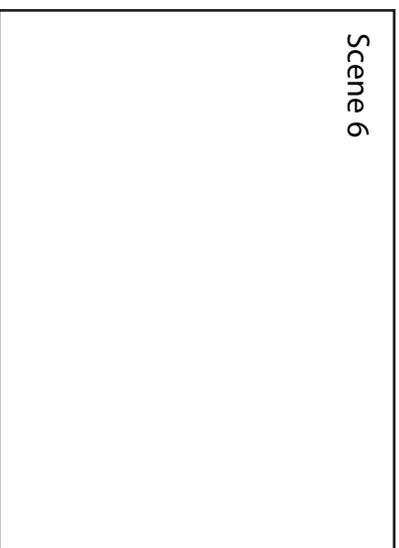
Scene 4



Scene 5



Scene 6



NAME: _____

DATE: _____

Sample Minidoc Rubric

	EXCEEDS STANDARD (4)	MEETS STANDARD (3)	NEARS STANDARD (2)	NEEDS REVISION (1)
INTERVIEW	<p>Mini-doc features an in depth interview that shares detailed information around a specific topic or historical event or time period.</p> <p>Interview questions are probing and compelling.</p>	<p>Mini-doc features an in-depth interview that shares detailed information around a specific topic or historical event or time period.</p> <p>Interview questions adequately explore the issue.</p>	<p>Mini-doc features an interview that shares some information around a specific topic of historical event or time period.</p> <p>Some interview questions are probing and compelling while others are not.</p>	<p>Mini-doc features an interview that shares limited information around a topic of historical event or time period.</p> <p>Interview questions are often vague and general without deeply exploring the issue.</p>
STORYLINE	<p>Mini-doc has a clear, easy to follow and compelling storyline that describes a specific topic or historical event or time period.</p>	<p>Mini-doc has a clear and easy to follow storyline that describes a specific topic or historical event or time period.</p>	<p>Mini-doc has a clear storyline that is somewhat easy to follow that describes a specific topic or historical event or time period.</p>	<p>Mini-doc does not have a clear, easy to follow storyline that describes a specific topic or historical event or time period.</p>
IMAGES	<p>Includes a wide range of images and artifacts that enhance the telling of the story.</p>	<p>Includes a sufficient range of images and artifacts that enhance the telling of the story.</p>	<p>Includes some images and artifacts that enhance the telling of the story.</p>	<p>Includes few images and artifacts that enhance the telling of the story.</p>

TOTAL:

COMMENTS:

LESSON 5:

Connecting the Past to the Present: Examples of Educational Activism Today

Overview:

At the end of *'63 Boycott*, the film turns to the contemporary issues in schooling in Chicago. In this lesson, students will study teacher and student-led education activism in the present-day. Students read four news articles and do a jigsaw-style discussion of the issues at stake in school

Student Objectives:

Students will be able to...

- Examine the strategies deployed by ordinary people to contest inequality
- Give a summary of a nonfiction text
- Conduct a comparative analysis across several social contexts

Materials:

- Jigsaw Group Discussion: The Fight for Schools in Four Communities handout

- Copies of four news articles on school advocacy in communities across the US (see Prior to Class for links)

Assessment:

- Jigsaw Group Discussion: The Fight for Schools in Four Communities handout
- Small group discussions

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.9-10.3
Analyze in detail a series of events described in a text;

determine whether earlier events caused later ones or simply preceded them.

C3 Standards:

D2.CIV.6.3-5.

Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

PRIOR TO CLASS

Make copies of the four articles (each student will read one of the articles). The articles and links are listed below:

- Ewing, Eve. "‘We Shall Not Be Moved’: A Hunger Strike, Education, and Housing in Chicago." *The New Yorker*, September 21, 2015, <https://www.newyorker.com/news/news-desk/we-shall-not-be-moved-a-hunger-strike-education-and-housing-in-chicago>
Ewing’s article discusses a 2015 hunger strike in protest of the proposed closure of a high school on Chicago’s South Side. (Note: We suggest using just the first section of the article.)
- Haber, Zack. "Oakland Teachers’ Strike Demands Receive Widespread Support from Students." *Teen Vogue*, February 21, 2019, https://www.teenvogue.com/story/oakland-teachers-strike-receives-support-from-students#intcid=recommendations_default-similar2_916a314d-

LESSON 5:

Connecting the Past to the Present: Examples of Educational Activism Today

[b750-4653-81d0-06cdf382f4e4_cral2-1](#)

An article about how students supported a 2019 district-wide “sickout” of Oakland Public Schools.

- Lombardo, Claire. “It’s Not Just A Story. It’s Our Lives’: Student Journalists In Parkland.” NPR Education, February 22, 2018, <https://www.npr.org/sections/ed/2018/02/22/587754623/student-journalists-at-marjory-stoneman-douglas-it-s-not-just-a-story-it-s-our-l>
An interview with student journalists at Marjory Stoneman Douglas High School, examining how student-run newspapers can play a role in school safety advocacy.
- Wall, Patrick. “Forget sit-ins and walkouts. Newark student activists try new tack under local control.” Chalkbeat, August 3, 2018, <https://chalkbeat.org/posts/newark/2018/08/03/forget-sit-ins-and-walkouts-student-activists-try-new-tact-under-local-control/>
An article about a student union in Newark, New Jersey that plays a key role in changing programming and resources in public schools.
- ‘Where’s Our Mayor?’: NYC Students Rally Against School Segregation by Jessica Gould, WNYC, https://gothamist.com/2019/06/07/wheres_our_mayor_students_rally_aga.php
This article covers New York City students’ activist strategies to integrate the city’s schools.

Teachers may wish to search for articles appropriate to their grade level and literacy aims. Good sources for articles on education include, Chalkbeat, Edweek, NPR Education, Teen Vogue, ProPublica, and the New York Times.



BELL-RINGER: ‘63 *Boycott* demands (5 minutes)

Project on the board this image of the list of 13 demands of the 1963 boycott: <https://drive.google.com/open?id=1pGKKRAYFIBn8dPjtFDD7mETR7DMskDY->

Have students read the demands and respond in writing to the following prompts:

Which of the demands listed do you think may no longer be relevant? Why?

Which of the demands listed do you think are still relevant? Why?

LESSON 5:

Connecting the Past to the Present: Examples of Educational Activism Today



BEFORE: Share (5 minutes)

Have students share their responses from the Bell-Ringer.



DURING: Jigsaw readings (15 minutes)

Let students know that they will be extending their viewing of *'63 Boycott* with a study of how teachers, students, and their allies strategize and implement a collective advocacy effort to demand changes in their schools.

Have students count off 1-4. Instruct all the 1's to sit together, all the 2's to sit together, all the 3's to sit together and all the 4's to sit together. Distribute the handout, Jigsaw Group Discussion: The Fight for Schools in Four Communities and the articles among the four groups of students (giving each group a different article to read).

Students should read the article — either silently or aloud—and take notes on the handout. Groups should discuss the article to affirm understanding.



AFTER: Teach-in (20 minutes)

Have students hold up the number of fingers for their group number (1 finger, 2, 3, or 4) and form groups that have one of each number represented in the new group (a 1, a 2, a 3, and a 4) so that all four articles are represented.

Taking turns, students should share the basic background and context of the advocacy, the issues being addressed, strategies deployed by the activists, and outcomes for their article while their group mates take notes on the back of the handout.

After all the articles are discussed, the group should discuss and note together any connections they can make between this article and the film, their personal experiences, and/or current or historical events.

Come back together as a full class. Ask the full class for a few share outs: what were some common issues across the schools you studied? What were the most successful strategies used by organizers to fight for their school communities?

If you have the time, extend the discussion. Had students heard these news stories before? Are some

LESSON 5:

Connecting the Past to the Present: Examples of Educational Activism Today

stories told less by the media, and if so, why?



HOMEWORK

Ask students to return to class prepared with three discussion questions in relation to their reading and the film, *'63 Boycott*. The discussion questions can be the basis for a Socratic Seminar or fishbowl-style discussion.

NAME: _____

DATE: _____

Jigsaw Group Discussion: The Fight for Schools in Four Communities

For your article: Read your article and take notes and discuss the following as you read.

Title of your article:	
BASIC FACTS: Who was involved in this fight for the school? Where did this occur? When did this event happen?	ISSUES: What issues were being responded to?
STRATEGIES: What strategies were used in the fight against these injustices?	OUTCOMES: What results, if any, came out of the actions taken in this community?

NAME: _____

DATE: _____

Jigsaw Cooperative Groups

For the other articles: Listen as your groupmates describe the articles they read and take notes of key points and connections to your article.

	OBSERVATIONS: Jot down key ideas or facts about this struggle for schools.	CONNECTIONS: Brainstorm any connections between this article and the film, your own life, or other current or historical events.
Name of group member: Community studied:		
Name of group member: Community studied:		
Name of group member: Community studied:		

On a separate paper answer the following:

What common themes do you see amongst these examples? How do they relate to the themes found in '63 *Boycott*? Do you see any relation to these themes in your experience with education?

LESSON 6: Using Our Voice to Bring Change

Overview:

After students learn about how others took action to bring about change on something they were passionate about, this lesson is an entry to students using their own voices to speak out on an issue they care about. Teachers interested in engaging students further should look at Mikva Challenge’s Issues to Action curriculum which takes students through a six step process towards working for change.

Objectives:

- Participate in simulation of budgeting process
- Analyze different stakeholder goals
- Describe the importance of youth voice in policy making

Materials:

- Budget Items for School Improvement handout
- Budget Items for School Improvement: Stakeholder Guidelines handout

Assessment:

- Class participation
- Exit ticket

Common Core State Standards:

CCSS.ELA-LITERACY.SL.11-12.1.B
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

C3 Standards:

D2.CIV.7.9-12.

Apply civic virtues and democratic principles when working with others.

D2.CIV.9.9-12.

Use appropriate deliberative processes in multiple settings.

D2.CIV.10.9-12.

Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

PRIOR TO CLASS

Make copies of the Stakeholder Guidelines handout and the Budget Items for School Improvement handout - enough for each student to get one.

Create a large (square) Venn diagram out of tape on the floor of your classroom, labeling one side “Local Issues I Can Influence” and the other side “Local Issues I am Concerned About.” It should be large enough for students to stand in. If your classroom set up doesn’t allow for this, you can post those signs on opposite walls, and designate a “middle” of the Venn diagram.

LESSON 6: Using Our Voice to Bring Change



BELL-RINGER: School/community issues brainstorm (2 minutes)

Have students brainstorm issues that their school and/or community face.



BEFORE: Circle of Concern and Circle of Influence (15 minutes)

Invite students to share out the issues on their list, and keep track on the board. Try to get a list of at least 10 issues.

Examples of local issues (if students can't come up with their own):

- Lack of affordable housing in your neighborhood
- Bullying
- Quality of school lunches
- Lack of a safe neighborhood park
- Lack of jobs for youth
- Low school attendance
- Lack of school spirit
- Safety
- STDs
- High cost of college
- Academic pressures on youth

Have students stand around the large Venn Diagram you have created with tape on the floor. Draw their attention to the labels on each side: "Local Issues I Can Influence" and "Local Issues I am Concerned About."

Explain that you will read each issue (from the list above or the list students created) and students should stand in the part of the Venn Diagram (or outside the Venn Diagram completely) that represents how they feel about their level of influence/concern. Model the exercise, using the following examples:

- Concern but no influence: being stuck in traffic
- Influence but no concern: improving my grades in chemistry
- Influence and concern: what I eat for dinner
- Neither influence nor concern: the treatment of cats in other countries

LESSON 6: Using Our Voice to Bring Change

After students stand in the spot that they feel represents their feelings, have a few students share why they feel the way they do. Lead a discussion to debrief the activity using the following prompts:

- Which circle did you stand in most often? Which did you stand in the least?
- How many people struggled to decide where they stood? What was hard about the decision?
- Was anything surprising to you about how you chose?
- What did you learn about your circle of concern?
- What did you learn about your circle of influence?



DURING: At the table (25 minutes)

Divide the class into small groups of 3–4 students. Inform students that their school has just received \$2,000,000 to improve the education of their student body.

Distribute a budget sheet and budget menu to each group. Explain that each group's goal is to decide how they will spend the money. There are just three guidelines for creating their budgets:

- Groups must spend as much of the \$2,000,000 as possible without going over.
- Groups must reach a consensus before presenting their budget to the larger group.
- Groups must have reasons for why they selected their budget items.

Explain that each group will represent a different group of stakeholders (explain that stakeholders are individuals who all have an interest in a particular issue or concern—in this case, the school budget). Explain that each group will make budget decisions based on the group they represent. Assign stakeholder groups (see the Stakeholder Guidelines handout).

Allow students 10 minutes in their small groups to create a budget using the budget sheet. After 10 minutes, have each group report their proposed budget back to the entire group.

Keep a running budget on the board of all their individual group line items. If a group picks something that is already on the board, place a tally mark by it. (This will come in handy for identifying the most popular line items). Once you have a complete list of all proposed expenditures,

LESSON 6: Using Our Voice to Bring Change

total it up so that the students can see how far they are over budget.

Next, explain to the class that they will need to cut programs in order to pass the budget. The process for cutting a budget item is:

- An individual presents a motion to cut an item.
- That motion is followed by a short discussion.
- Then the whole class will vote on the cut.
- It takes a unanimous vote to pass the motion.

After the proposal conversation is going for a few minutes, stop the meeting every two minutes and inform a stakeholder group that they have to leave the meeting in the following order for the following reasons:

- Students: You must go back to class.
- Teachers: You must go back to class.
- Parents: You must go back to work and/or taking care of small children.
- Community Partners: The students are organizing a rally because they are angry about being kicked out of the meeting, so you need to go and support them.
- Principals: There is an emergency at the school that requires your attention.
- Business People: You have an important meeting regarding an opportunity for your business that you need to attend.
- District Administrators: You have another meeting at a different school that you need to attend.

Once a group has “left the meeting,” they must go to a separate part of the room and cannot speak, debate, or argue about what is going on in the meeting.

Let the remaining groups discuss and vote until they have a finalized budget.

LESSON 6: Using Our Voice to Bring Change

Lead a debrief discussion addressing the following prompts:

- Are you satisfied with the final budget decision? Why or why not?
- How did it feel being asked to leave, and how did it feel to watch others decide on something you cared about without your input?
- How did it feel to cut a program that would have benefited students?
- Why is it important to have a seat at the table?
- Do students currently have a seat at the table when decisions are made about things that impact them?
- What do students need to do in order to be at the table?
- What would happen if you had a voice in shaping public policy that affects you?



AFTER: Exit ticket

Have students answer the following questions as Exit Tickets:

- What decision-making conversations in your school or community do you want to be “At the Table” for?
- What issues do you both care about, and think you should have a say in?

Budget Items for School Improvement

	\$1,200,000	FACILITIES UPGRADE: A complete overhaul of the school building, including modern classrooms, new paint, and fixtures. Facility upgrade does not focus on hardware like computers and desks, just the building.
	\$750,000	TEACHERS: This money will hire more teachers for your school in order to decrease class size. All teachers will be certified and highly qualified.
	\$500,000	TECH UPGRADE: Comes complete with new and updated computer technology, and energy-efficient technology for the school. You also get tech learning devices like interactive boards and iPads or similar handheld learning devices. All tech devices will be used for the improvement of classroom instruction.
	\$400,000	MULTIMEDIA CENTER: This center will function as a resource for classroom work and a venue for after-school programming. The center will include everything a modern teen would need to produce music, television shows, movies, blogs, and anything else to support students in their media pursuits.
	\$400,000	SPORTS UPGRADE: This money will allow students to purchase updated equipment for all sports in their school, as well as allow students to start two new sports at their school. The money includes a budget for new equipment, staff, modern facilities upgrades, and two new sports.
	\$400,000	HEALTH CENTER: Your school will have a new state-of-the-art health center free to all students. The center will include full-time nurses, nutrition advice, and other health related services.
	\$250,000	COLLEGE PREP: Prep will include classroom workshops on testing strategies, a writing center, enough college counselors to support the student body, and application resources.
	\$300,000	COUNSELING SERVICES: This money will increase the number of social workers available to the student body. This way all students will have someone to talk to when they experience trauma.
	\$300,000	ART & THEATER CLASS: This money will give students access to the best teaching, facilities, and supplies needed to conduct a comprehensive art & theater program.
	\$250,000	DIVERSITY & CULTURAL AWARENESS: Students will get training to support their efforts to improve school culture through diversity and cultural awareness. The money will help start a new club and plan events to target students who need the most support.
	\$250,000	WORLD LANGUAGE CLASSES: This money will allow students to study whatever language they would like and give them the opportunity to visit other countries.
	\$200,000	NEW TEXTBOOKS & CLASSROOM SUPPLIES: This money will make sure that every student has the necessary supplies and textbooks to succeed in the classroom.
	\$150,000	SOCIAL EVENTS UPGRADE: No more boring proms or average homecoming dances in the school gym; with this upgrade students can throw school-wide social events in style.
	\$100,000	SECURITY UPGRADE: Provides modern security measures that are not invasive to student privacy. Also includes sensitivity training for all security guards.

Budget Items for School Improvement: Stakeholder Guidelines

Note: You are not obligated to choose these budget items. These are just some ideas of the priorities your stakeholder might have.



PARENTS

Budget categories you may care about most:

- Teachers
- Health Center
- College Prep



DISTRICT ADMINISTRATORS

Budget categories you may care about most:

- Health Center
- Security Upgrade
- Tech Upgrade



TEACHERS

Budget categories you may care about most:

- Teachers
- Textbooks and Supplies
- Upgrade Facilities



PRINCIPAL

Budget categories you may care about most:

- Teachers
- Facilities Upgrade
- Security Upgrade



STUDENTS

Budget categories you may care about most:

- Multimedia Center
- Social Events Upgrade
- Sports



COMMUNITY PARTNERS

Budget categories you may care about most:

- Diversity and Cultural Awareness
- Counseling Services
- Health Center



BUSINESS PARTNERS

Budget categories you may care about most:

- Tech Upgrade
- Multimedia Center
- World Language Classes



POLITICIANS

Budget categories you may care about most:

- College Prep
- Security Upgrade
- Tech Upgrade

LESSON 6: Using Our Voice to Bring Change

Overview:

After students learn about how others took action to bring about change on something they were passionate about, this lesson is an entry to students using their own voices to speak out on an issue they care about. Teachers interested in engaging students further should look at Mikva Challenge’s Issues to Action curriculum which takes students through a six step process towards working for change.

Objectives:

- Identify an issue that they are passionate about
- Develop a rough draft of a speech
- Deliver a speech on their issue

Materials:

- Computers with Internet and speakers
- Projector
- Soapbox Draft
- TAG Feedback Form
- Soapbox Rubric
- Materials from At the Table (Lesson 6 Day 1)

Assessment:

- Speech rough draft

Common Core State Standards:

CCSS.ELA-LITERACY.SL.11-12.1.B
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and

conclusions; and promote divergent and creative perspectives.

C3 Standards:

D2.CIV.7.9-12.

Apply civic virtues and democratic principles when working with others.

D2.CIV.9.9-12.

Use appropriate deliberative processes in multiple settings.

D2.CIV.10.9-12.

Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

PRIOR TO CLASS

View examples of student speeches found at the link below and choose one or two to use in the Bell-Ringer (choose speeches you think would resonate with your students).

https://www.youtube.com/playlist?list=PLFBBxTMJII0P2vxR9gC1EopazQL7r_2gb

LESSON 6: Using Our Voice to Bring Change



BELL-RINGER: Youth voice (5 minutes)

Show one or two sample speeches. Ask students for their initial reactions. How did the speech(es) make them feel? What did it make them think?



BEFORE: Your soapbox (5 minutes)

Ask students: “If you were to “get up on your soapbox” and give a speech about something you cared about or wanted to change, what would that speech be about?” Have them refer back to the challenges they identified in Lesson 4. Have students write down as many topics as they feel strongly about and then highlight their top one or two.



DURING/AFTER: Preparing your soapbox (30 minutes)

Have students complete the Soapbox Draft form that guides them to structure their ideas for a Soapbox speech. Provide students access to computers to look up statistics and facts about their topic and/or to watch examples of student speeches for ideas and inspiration (https://www.youtube.com/playlist?list=PLFBBxTMJlI0P2vxR9gC1EopazQL7r_2gb).



HOMEWORK: Practice, practice, practice

Explain to students that they will be presenting their short Soapbox to the class tomorrow so they should practice tonight. Use the following day to have students present their speeches to each other and use the TAG Feedback Form to give each other feedback.

For a more detailed curriculum that prepares students to develop and deliver a “soapbox” speech see Mikva Challenge’s Project Soapbox. If you would like to have your students engage in their own civic action project, check out Mikva Challenge’s Issues to Action curriculum.

NAME: _____

DATE: _____

Soapbox Draft Template

DEFINE THE ISSUE	<p>Today I am talking to you about....</p> <p>The reason this is such a big issue is... (Use logical appeals—statistics, quotes—and/or emotional appeals—personal stories and so on—to support your argument.)</p>
DESCRIBE A VISION	<p>Imagine a world where...(Describe what it would look like if we corrected this issue.)</p>
EXPLAIN THE ASSETS	<p>Tools we have to work on this issue are...(What already exists that could help address this issue?)</p>
CALL TO ACTION	<p>I need you to... (What do you want your audience to do as a result of your speech?)</p>

NAME: _____

DATE: _____

Project Soapbox Rubric

	EXCEEDS STANDARD (4)	MEETS STANDARD (3)	NEARS STANDARD (2)	NEEDS REVISION (1)
CONTENT	Explains the issue clearly and coherently, providing abundant evidence to support the significance of the issue	Explains the issue clearly, providing ample evidence to support the significance of the issue	Somewhat explains the issue, providing some evidence to support the significance of the issue	Issue is not explained clearly; little to no evidence provided to support the significance of the issue
	Describes a clear and detailed vision of what community would look like if issue was successfully addressed	Describes a clear vision of what community would look like if issue was successfully addressed	Attempts to describe a clear vision of what community would look like if issue was successfully addressed	Does not provide a description of what community would look like if issue were successfully addressed
	Contains a specific and actionable call to action that is linked to their vision	Contains a specific call to action	Contains a vague call to action	Does not contain a call to action
STRUCTURE AND STYLE	Includes both a compelling opener and closer that captures audience's attention	Includes both an effective opener and closer that captures audience's attention	Includes either an effective opener OR closer that captures audience's attention	Lacks opener or closer
	Incorporates multiple rhetorical devices effectively	Incorporates one rhetorical device effectively	Attempts to incorporate a rhetorical device	Does not incorporate any rhetorical devices
	Speech is exceptionally well organized, the speaker makes it very easy for audience to follow their progression.	Speech is well organized, easy to follow.	Speech is mostly well organized.	Speech loses focus at times, meanders, rambles or jumps around
DELIVERY	Presents speech clearly, using body language (eye contact, gestures, confident stance) to enhance the message	Presents speech clearly; maintains eye contact and has confident stance	Presents speech mostly clearly, partially reads speech	Does not present speech clearly; body language is distracting and/or simply reads the speech
	Masterfully uses tone, speed, pausing and volume as tools	Effectively uses tone, speed, pausing and volume as tools	Uses one of the following: tone, speed, pausing and volume as tools	Does not use speech, tone, volume and pausing as tools
	Student is expressive and demonstrates care and passion for the issue	Student is expressive and demonstrates interest in the issue	Student demonstrates some interest in the issue	Student does not demonstrate interest in the topic

TOTAL:

COMMENTS:

NAME: _____

DATE: _____

Project Soapbox Peer Feedback

SPEAKER: _____		SPEECH TOPIC: _____		
T	Tell the speaker something they did well			
	A			Ask a question
	G			Give the speaker a suggestion for how they might improve their speech

SPEAKER: _____		SPEECH TOPIC: _____		
T	Tell the speaker something they did well			
	A			Ask a question
	G			Give the speaker a suggestion for how they might improve their speech

Additional Resources

Listed here are resources if you would like to extend your study of this subject or engage students in their own form of actions. The '63 *Boycott* Digital Exhibit and all of the raw footage from the film can be found at www.mediaburn.org/63boycott.

Texts (Books, Curricula)

- A Political Education by Elizabeth Todd-Breland
- Ghosts in the Schoolyard by Eve Ewing
- Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century by Barbara Ransby
- Issues to Action — Mikva Challenge
- Project Soapbox — Mikva Challenge
- Jim Crow's Children : The Broken Promise of the Brown Decision by Peter Irons
- Desegregating Chicago's Public Schools: Policy Implementation, Politics, and Protest, 1965–1985 (Historical Studies in Education) by Dionne Danns
- Cutting School : Privatization, Segregation, and the End of Public Education by Noliwe Rooks
- Dismantling Desegregation: The Quiet Repeal of Brown vs. Board of Education by Susan Eatin, Gary Orfield, and the Harvard Project on School Desegregation
- Why Busing Failed: Race, Media, and the National Resistance to School Desegregation by Matt Delmont

Web

- DuSable to Obama: Chicago's Black Metropolis, WTTW, <https://interactive.wttw.com/dusable-to-obama>
- Segregated by Design, <https://www.segregatedbydesign.com/>

Articles

- "Have We Lost Sight of the Promise of Public Schools?" Nikole Hannah-Jones, The New York Times Magazine
- "The Continuing Reality of Segregated Schools," Nikole Hannah-Jones, The New York Times Magazine
- "Choosing a School for My Daughter in a Segregated City," Nikole Hannah-Jones, The New York

Times Magazine

- “It Was Never About Busing,” Nikole Hannah-Jones, The New York Times

Related Kartemquin Films

- America to Me
- In the Game
- The Homestretch
- The School Project

Information can be found at www.kartemquin.com.

Living Resources

Please visit www.63boycott.com if you are interested in having a subject from the film or a filmmaker talk to your classroom.

Bringing Archives to the Classroom

A Guide to Using Archives

- <https://www2.archivists.org/usingarchives>

List of Archives

- <https://www.chicagohistory.org/education/historyfair/research/#resource-directory>

Additional Archives

- <https://www.lib.uchicago.edu/scrc/archives/area/>
- <https://www.historians.org/publications-and-directories/perspectives-on-history/november-2011/a-brief-guide-to-archives-in-chicago>

Online Primary Source Collections

- <https://teachinghistory.org/best-practices/using-primary-sources/24491>

National Archives Educator Resources

- <https://www.archives.gov/education>
- Digital Schomburg (Schomburg Center for Research in Black Culture/NYPL) <https://www.nypl.org/about/locations/schomburg/digital-schomburg> Additional Resources

Interactive Digital Tools

A complete online gallery of the raw material from the film '63 *Boycott*

www.mediaburn.org/63boycott

A collection of never-before-seen footage provides students with the opportunity for meaningful and unique scholarship. Harnessing the power of archival footage, students can make connections across time and space to tell nuanced, fact-based stories that showcase how today's struggles for social justice build on lived experience and enduring issues.

Chicago Collections Digital Exhibit on '63 *Boycott*, curated by Media Burn

<https://exhibits.chicagocollections.org/63boycott>

A collaboration between archives, Kartemquin Films, and Media Burn to remix and reuse archival documentary materials to tell new stories.

INDEX TO FILES USED IN CURRICULUM

LESSON 2: SETTING THE CONTEXT FOR THE '63 *BOYCOTT*

1. Photo, "We Love our Mayor" Photo Credit: Art Shay

STATION 1: RACIAL TENSION IN NEIGHBORHOODS

2. Photo - "Living Together is Inevitable" protest sign Photo Credit: Art Shay

3. Photo - White homeowner selling her home Photo Credit: Art Shay

4. Photo - White homeowner moving out of her home Photo Credit: Art Shay

5. Photo- Go back to Your Neighborhood Photo Credit: Art Shay

6. Article - Confessions of a Block-buster - The Saturday Evening Post

STATION 2: SEGREGATION IN CHICAGO DURING THE 1960s

11. Photo - White neighborhood 1 Photo Credit: Art Shay

12. Photo - White neighborhood 2 Photo Credit: Art Shay

13. Photo - Black neighborhood 1 Photo Credit: Art Shay

14. Photo - Black neighborhood 2 Photo Credit: Art Shay

15. Photo- Highway to the Suburbs Photo Credit: Art Shay

16. Photo - "Jim Crow Must Go" protest sign Photo Credit: Allan Koss

STATION 3: SEGREGATION AND THE COURTS

17. Plessy v. Ferguson, 1896

18. Brown v. Board of Education, 1954

STATION 4: PROTESTING SCHOOL OVERCROWDING

19. Chicago Defender Article - "Urge Boycott of Willis Wagons" 20. Chicago Tribune Article - "Seek Boycott of School"

21. Photo - Protest against Willis Wagons, Mobile School Units or Classrooms Photo Credit: Chicago Tribune

22. Photo - "No More Willis Wagons" protest sign Photo Credit: Allan Koss

23. Photo - "Ghetto Schools are Inferior" protest sign Photo Credit: Allan Koss

24. Photo - "Jim Crow Harms All Our Children" protest sign Photo Credit: Art Shay

25. Chicago Defender Article "Englewood Boycott Parents Begin Sit-In"

26. Photo - "Equal Education for ALL Chicagoans" protest sign Photo Credit: Art Shay

STATION 5: 1963 BOYCOTT

27. Flyer - "Fight School Segregation - Freedom Day School Boycott" 28. Flyer - "Join the School Boycott on Freedom Day"

29. Flyer - "On Freedom Day Strike Back At..."

30. Flyer - "No Such Thing as Separate But Equal"

LESSON 5: CONNECTING THE PAST TO THE PRESENT: EXAMPLES OF ACTIVISM TODAY

31. "Thirteen Point Statement of Demands"





rt Shay



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Confessions of a Block-Buster

The
Saturday
Evening
POST
FOUNDED IN 1728 BY
W. Dunlap

Not long ago in an all-white block on Chicago's West Side, a FOR SALE sign appeared in front of a modest frame bungalow. Immediately a wave of fear swept across the block. A Negro family already was living several blocks away. Not far beyond that was the western edge of Chicago's "Black Belt." Every year its border had been moving closer, enclosing blocks like this one along the way. Suppose the bungalow came into possession of a Negro? What would happen to the rest of the block?

All the residents were plainly worried. Among them were a widow who had been living alone and had no assets but her home, and the parents of four young children who feared what "change" might mean to the youngsters' safety. "Relax," said the bungalow owner. "I'm selling this through a white real-estate man. I won't even talk to a Negro."

Imagine their shock, then, when the FOR SALE sign came down and the new owners moved in—Negroes. And consider the impact of what happened next. Three more buildings, which were already owned by property speculators, "turned" immediately. Other Negro families arrived to look at homes in the block. Real-estate men, both white and Negro, swarmed in.

Almost overnight the family with four children sold out at a sizable loss. So did six other homeowners in quick succession. "We'll stay," a few owners said. "We're broad-minded." But the situation was out of their control. Finally the last of the whites left—whether or not they could afford to move. Like hundreds of others who have been similarly blitzed, they never really knew what had hit them.

I knew. I triggered the whole sequence of events by buying the bungalow and quickly selling it to a Negro. I am a block-buster. Another and perhaps slightly less odious name for my craft is real-estate speculator.

Cornering a Share of the Harvest

I specialize in locating blocks which I consider ripe for racial change. Then I "bust" them by buying properties from the white owners and selling them to Negroes—with the intent of breaking down the rest of the block for colored occupancy. Sometimes the groundwork—the initial block-busting—has already been done by some other speculator by the time I arrive on the scene. In that case all I have to do is to work on the remaining whites and reap my share of the harvest.

I make my money—quite a lot of it, incidentally—in three ways: (1) By beating down the prices I pay the white owners by stimulating their fear of what is to come; (2) by selling to the eager Negroes at inflated prices; and (3) by financing these purchases at what amounts to a very high rate of interest. I'll have more to say about these techniques later.

Block-busting is a relatively new business—only ten, to fifteen years old actually—but already it is a crowded field. Block-busters also operate in Washington, D.C., Baltimore, Philadelphia,

A Chicago real-estate agent who moves Negro families into all-white blocks reveals how he reaps enormous profits from racial prejudice.

By NORRIS VITCHEK as told to Alfred Balk



Movers carry out the belongings of a couple who had lived for twenty-two years in southwest Chicago. They left when the first Negroes to come into the block bought the house next door.

“My function is to drive the whites from a block whether or not they want to go—then move in Negroes.”

Photographs by Arthur Shay



A policeman guards a Negro-owned house that “busted” a May Street block. Along the street, FOR SALE signs are already up.

New York City, Boston, Cleveland, Detroit, St. Louis and other cities and in some of their suburbs. Chicago alone has more than 100 of us. Because few Negroes can command the necessary financing to enter this occupation, most of us are white, as I am. Over the past ten years we have helped “change” an average of two to three blocks a week in Chicago. Even now, with the overall housing market rather quiet, we bust a new block in Chicago every four to eight days.

With the nation’s Negro population exploding and continuing to concentrate in urban areas, the demand simply never lets up. More than half the citizenry of Washington, D. C., is Negro. Philadelphia is one fourth Negro. In Chicago the Negro population, now one fourth of our citizenry, has nearly doubled in the past ten years and probably will double again in the next thirty, rising to 1,700,000 persons, or half the city’s present population. Even its suburbs, now mostly white, are expected to contain nearly 700,000 Negroes by 1990.

Average Citizens. Average Prejudices

If you are an average white citizen, with average prejudices, you may regard all this as the ruin of metropolitan neighborhoods. I think of it merely as more business for what already is a growth industry. My attitude stems from the fact that few white neighborhoods welcome Negroes who can afford to buy there; yet the need for homes for Negroes keeps growing. I assist in the solution of this problem. My function, which might be called a service industry, is to drive the whites from a block whether or not they want to go, then move in Negroes.

You might think it would be difficult to bust a block, especially your block. It isn’t really. In most blocks someone almost always is being transferred, wanting a larger or smaller home, or moving away for his health. If I offer enough money, I can buy any building I want—if not directly, then through a front. It doesn’t matter whether Negroes now live nearby. The shock effect of the block-busting, plus my ready financing, can cave in enough of the block to make my efforts successful.

But I prefer blocks near others where Negroes already live—especially old, middle-class blocks with a mixture of frame homes and walk-up apartments. Whites already there have been conditioned to insecurity by the inexorable march of the color line in their direction. This makes these blocks setups for the quick turnover, large volume and the large profits I like. The case of a South Side block I busted is typical.

Twenty-five years ago when most of the block’s residents moved in and Chicago’s population was only 8 percent Negro, none of the whites imagined they might be “endangered.” All this racial business was somebody else’s problem. Then one day reality began to dawn on them. All-white streets along which they drove to the Loop suddenly “turned.” Fairly distant stores and theaters they had patronized, friends’ homes they had visited, or churches they had attended were being swallowed.

“We’ll organize,” some residents said. “We’ll keep the niggers out.” But other speculators and I already were buying buildings in adjacent blocks and holding them until we thought the area was ready to be turned for maximum profit.

You can’t appreciate the psychological effect of such a color-line march unless you have seen it. First, Negro students begin enrolling in neighborhood schools. Then, churches and businesses in

the area quit fixing up facilities as they normally might. Parks which have been all white suddenly become all Negro. A homeowner applies to his bank for a home-improvement loan and is turned down. “Too close to the color line,” he is told.

Small businesses begin to close. New whites, if they move into the area at all, are apt to be of lower economic class than before, and they are tenants, not owners. Because lending institutions always blacklist an area for regular mortgages when change appears imminent, whites can’t buy there if they want to.

So it went in my typical South Side block. But the residents still thought they were safe because everyone had agreed not to sell to Negroes. Hence they weren’t too disturbed when a bluff, friendly accountant who was retiring and moving to Florida announced to neighbors that he was listing his three-flat building for sale. As weeks passed, however, and no buyer was found, their suspense grew, and the owner became desperate. “We’re stuck,” he told his wife. “We told everyone we wouldn’t sell them out. But we have to.”

Up to this point only a few Negro real-estate men rather tentatively had rung doorbells in the block. Now we speculators and brokers, both white and Negro, really went to work. One paid several Negroes with noisy cars to begin driving up and down the street a few times a day. He also paid a Negro mother who drew aid-to-dependent-children payments to walk the block regularly with her youngsters. Another arranged to have phone calls made in the block for such people as “Johnnie Mae.” Sometimes calls would consist only of a whisper, a drunken laugh or a warning—such as, “They’re coming!”

I didn’t participate in these vicious tactics. Few large speculators do. If I operated so crudely, frankly I wouldn’t have consented to write this report, even under the fictitious name in the by-line. I just use psychology.

I began my work in this case by sending a postcard to everyone in the block and others in adjacent blocks. The cards said, “I will pay cash for your building.” That was all except for my phone number. The word “cash” was the key. It assured homeowners they could get out quickly and reminded them that their neighbors could too. Then a canvasser and I headed for the block to repeat the offer in person.

Best Price for First Building

My first stop was at the home of the retired accountant who owned the three-flat building. “How much are you asking for your building?” I asked him.

“Twenty-two thousand,” he said.

“Well,” I said, “you might get that if you wait. But you know what is happening in the neighborhood. If you want a quick cash deal, I’ll give you \$18,000.” But, knowing that we speculators often pay proportionately more for the first building on a block to go, he would come down only \$1000 in price. At that point I got a break. My canvasser, who had been talking with other owners, rang the doorbell and called me onto the porch to tell me something.

“His neighbor in the one-story brick just sold for \$14,000,” he told me.

“Sorry,” I told the accountant. “Negroes will be moving in next door. Eighteen thousand is tops.” His quick call to the neighbor confirmed my canvasser’s report, and he accepted my offer on the spot.

The moment I make a deal, I always place a “Sold by” sign in front of the building. A few

such signs—the gaudier, the better—show that events are moving. So does the ringing of doorbells. And with thirty other real-estate men working a block, including regular dealers as well as speculators, those bells ring often.

Changing the rest of this block, as in most other blocks, was easy. After posting my signs, I merely sent a man down one side of the street and up the other punching doorbells.

When a delivery driver who had two young daughters in school said he “probably would leave for the good of the kids,” but wanted to think about it, my man discussed the pros and cons in a friendly way. “If you take my quick deal,” he concluded, “you’ll have no worries about the kids. You can give them a nice yard and have them in a good suburban school next week.” The man and his wife, obviously troubled, decided my canvasser was right. They sold at a \$2000 loss.

To an elderly couple who hesitated, saying their home and neighborhood were the only ones they had known throughout their marriage and they would “stay around and see what our new neighbors are like,” my man said, “I know what waiting has meant to people like you in worry and strain. Waiting never makes it easier. If you take my cash deal while I still can offer it, you can begin looking for a new retirement home tomorrow.” They sold too.

First “Break” Can Bring Trouble

“No, thanks,” several owners told my canvasser. “My own real-estate man is finding me a Negro buyer.”

Some owners on every block consider this. If they can close a deal directly with a Negro, usually it is for a price close to the property’s book value—thus benefiting both. But most whites are reluctant to bargain with a Negro over so large a sum. They know that, in the sixty to ninety days before the closing date, he is more likely than a speculator to have to cancel the deal, despite having earnest money down. Many times, although the owner has listed his property with a neighborhood agent, the real-estate man ends up by arranging a deal with me—with the seller not only accepting a depressed price but also having to pay a broker’s commission.

And so day by day, week by week, month by month, the block collapses further, until the last white finally moves away.

Now admittedly, although somebody would perform this economic function if I did not, these dealings are not always pleasant. In the first place, the Negro able to buy property usually doesn’t want trouble. Yet, being the first to “break” an all-white block, or even second or third, can and often does bring trouble.

For example, there was the case of a Negro salesman who had just been promoted to a supervisory position in his firm. He came to a speculator seeking an income property into which he could move with his family. The speculator told him about a three-flat building he had just bought from whites. “The place we’re renting is bad,” the Negro said, “but we don’t want any trouble. Has the block been busted?” The speculator owned another building there, but the block hadn’t been busted, in the sense that Negroes already were living there. However, knowing the three-flat building would be a good investment for the Negro and that he should be able to carry it financially, the speculator told him. “It’s OK.”

In the first few days after the Negro moved in, a bottle was thrown through his front window, his wife was insulted by several whites who lived in

“Nobody who has lived in a neighborhood for years, seen his children grow up there, become accustomed to nearby school, church and shopping facilities, likes to be uprooted.”



Three housewives who organized to fight block-busting tactics in their Peoria Avenue-95th Street neighborhood have now sold to Negroes: Mrs. Helen Sullivan (left), Mrs. Bernie Brown and Mrs. Diane Bishop. As Mrs. Sullivan puts it, “. . . pretty soon one sells, then another, then you do too.”

“If anybody who is well established in this business in Chicago doesn’t earn \$100,000 a year, he is loafing.”

the block, and his two children were harassed on their way home from school.

Few Negroes or whites on Chicago’s West Side have forgotten the riots involving thousands, three summers ago, after a speculator’s sale of a building to Negroes on West Jackson Boulevard. Luckily only the building got hurt. And, fortunately, any incidents connected with the move-ins I handle are so minor in comparison to what Negroes already have experienced that they soon are forgotten.

“You’ve Sold Out Your Own Race”

Actually, block-busting probably is tougher on the whites than the Negroes. Nobody who has lived in a neighborhood for years, seen his children grow up there, remodeled his home exactly to his liking and become accustomed to nearby school, church and shopping facilities likes to be uprooted. This is particularly true if it happens so suddenly that he has no new neighborhood in mind, if he has to accept less living space and a higher-interest mortgage than he previously had and if he must sell his property at a loss. Several elderly persons have died because of the anguish and upheaval involved.

As a result of my business dealings, I have been cursed, called “nigger lover,” “vulture,” and “panic peddler,” had doors slammed in my face and even been chased by an irate woman with a broom. “You’re Communist and un-American!” one owner shouted at me. “You’ve sold out your own race!” others have yelled.

It is hard to forget, too, how even long-time neighbors and friends may become jealous, suspicious and antagonistic toward one another. After one middle-aged couple had built a suburban home and sold their former home to a speculator—and the speculator had “turned” it—several former neighbors hired a sound truck and drove to the couple’s new home. They cruised the block, shouting, “Be sure and meet your new neighbors, the Joneses. They sold out their old block to Negroes.”

Once a block has been busted, some white owners simply stare, almost dumbfounded, as we draw up sale papers for them. Others break down and cry. Some say, “It’s OK to show the place to Negroes before we move, but we don’t want to be in the house to watch it when you do.”

But no matter how emotional or awkward some situations may be, there is one compensation for it all—money. Some brokers or investors make a good return only on some deals. I make it on every deal in the three ways I mentioned earlier.

You may believe your home is worth \$15,000, for example. If I bust your block, I will expect to buy it for \$12,000 cash. The odds are that eventually you will sell for that price, if not to me, then to another speculator. If you and your white neighbors did not run, you probably would gain, rather than lose. More than four fifths of the white neighborhoods into which Negroes move hold their own or enjoy an increase in value, according to a five-year Fund for the Republic study of 10,000 transactions in Northern interracial neighborhoods. But the myth that “Negroes lower property values” persists—so whites run, and we block-busters clean up. Within a few days comes profit No. 2: I advertise and sell it to a Negro not for \$15,000, but for \$18,000. Financing the deal myself, I will accept \$500 to \$1500 down, with the remainder on contract. The easy-payment plan, I believe it is called—that is, \$150 to \$200 a month until the contract is fulfilled. When is that? This is profit No. 3, the big

one. The contract is fulfilled when I have been paid principal and interest totaling \$36,000.

These terms, I am told, force Negroes to overcrowd and overuse their buildings by renting out part of them, or to skimp on maintenance, starting the neighborhood on the way to blight. (In most Negro neighborhoods in Chicago the population density is five times that of white areas.) The contract burden, I also am told, forces Negro mothers to work, despite the presence of youngsters at home, compels fathers to take two jobs and can lead to numerous other problems because of the financial strain and anxiety.

Even so, the number of Negro buyers who default on their payments is small. When it does happen in my own business, it is no loss to me, since I retain title to property until contracts are completed. I keep all the payments made until that time, evict the owners and either rent the building or resell it on about the same terms.

The Urban League of Chicago says we speculators make nearly \$1,000,000 a month in our city in “abnormal” profit from Negroes who buy former white property on contract. This could be. I know that I make four times the profit I could for the same amount of effort in all-white real estate. If anybody who is well established in this business in Chicago doesn’t earn \$100,000 a year, he is loafing.

“A dirty business,” you say? One that whites should fight?

White people in dozens of neighborhoods have tried fighting. They have pressured neighborhood banks and savings-and-loan associations to quit blacklisting their areas, resulting in token concessions. They have held block meetings to warn homeowners not to deal with those of us who advertise “Quick Cash Sales” in newspapers or the classified phone directory, have passed out leaflets listing speculators’ names and have ripped up “Sold by” signs which were of larger size or were posted longer than city ordinance allows. They even won a fraud-and-misrepresentation case against two block-busting brokers in Chicago, thanks to several blunders which no established operator would have made. Despite all such resistance, once a block has been busted, only rarely has its complete breakdown been halted. Too many forces are working for us speculators.

Ordaining the “Cave-in” Method

The Chicago Real Estate Board, an organization of the city’s most prominent realtors, all but ordained the “cave-in” method in a policy laid down in 1917: “It is desired in the interest of all that each block shall be filled solidly (with Negroes) and that further expansion shall be confined to contiguous blocks. . . .”

The board, which is all white, no longer makes a copy of this statement available in its office, but the policy never has been rescinded or repudiated. None of the board’s 1700 members violates it. No member, if he deals with Negroes at all, is likely to arrange for a sale to them in a white neighborhood that is not next to a “Negro block.” Once a neighborhood begins changing, none will show homes there to whites.

Lending institutions’ “no-Negro” or “no-integrated area” loan policies further perpetuate the trend, restricting Negroes to blocks we bust and forcing them to rely mainly on our contract sales for financing.

The City Council and Mayor Richard J. Daley, who, like his two immediate predecessors, comes from the all-white Bridgeport area of the city, also help. They regularly table every request for



Undisturbed by the quarrels of their elders, children play in an integrated block where a Negro’s house mysteriously caught fire.

open-occupancy ordinances, which by opening up any neighborhood to Negroes who could afford to buy there would take the pressure off the few collapsing ones which are open.

The police put down violence promptly in any blocks which are busted in a "permissible" area. Yet, if a Negro is leapfrogged into a home beyond this zone, the protests somehow always get out of hand. In one case a policeman guarding a Negro's new home was seen showing several youths how to make a Molotov-cocktail incendiary bomb.

Some churches accept all this, often serving as rallying points for whites trying to "hold the line." One parish even has acted as an agent in the purchase of twenty-two buildings which normal turnover otherwise might have placed in the hands of speculators. When change begins, most churches then simply close up shop and sell most or all of their property.

Relentless March of the Color Line

Neighborhood improvement associations actually are usually "all-white" improvement associations. One, the Back of the Yards Neighborhood Council, has kept its area all white. But it began in the 1930's and has a unique authoritarian control extending through stores, banks, churches and industry in its stockyards neighborhood. Every other neighborhood, including one in which retail businessmen raised a war chest of \$100,000, has "gone" when the color line reached it. And associations which opposed me before any breakthroughs end up happy to cooperate—if I will only "go slow" and not change blocks until association officials say they are "ready." I usually do this to keep their goodwill.

Newspapers, too, help prepare the way. Their only stories in this field usually concern the "panic" aspects. If they print stories about Negroes, it's only in connection with crime or welfare problems or population increases, not with Negro church activity or business and educational success or other aspects of normal life in good Negro neighborhoods.

The Board of Education contributes by writing off a school once it begins to change racially, consigning it to overcrowding, double shifts and supervision by the least experienced and lowest-paid teachers—and by giving it the lowest proportion of counselors.

Then there are my financial sources, which are among the most reputable in the city. My credit is good in almost any bank or savings-and-loan association in town. It also is good with insurance companies, including several Negro firms. Merely by placing an ad in a daily newspaper, I can raise cash by selling my contract paper at a discount to some of the most reputable doctors, dentists, lawyers and other business and professional men in town.

With forces such as these on my side, why should I feel guilty? Am I really the basic cause of whites' fleeing? Do I depress their property values and inflate prices for Negroes? When a Negro has been turned away from a bank, do I "trap" him into accepting a contract sale?

And what alternative can you provide for my function? Would you try to influence your bank or savings-and-loan association to begin lending to Negroes? Would you help remove the pressure on "busted" areas by welcoming a Negro family into your block? Do you even care that my business operates as it does? Whatever my faults and whatever the social stigma I endure, I don't believe I am hypocritical about all this. Can you honestly say the same?

THE END

Angrily resisting the block-busting agents, these women have stayed in their neighborhood to promote reasonable integration.













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Plessy v. Ferguson, 1896:

The Supreme Court created the “separate but equal” doctrine to uphold the practice of racial segregation. The Supreme Court ruled that a law that “implies merely a legal distinction” between whites and Blacks was not unconstitutional. As a result, legislation and practice of racial segregation were legally permitted.

Brown v. Board of Education, 1954:

The court overturned the “separate but equal” doctrine in the field of education stating that “ in the field of public education the doctrine of ‘separate but equal’ has no place,” as segregated schools are “inherently unequal.”

“it needs to be said that despite the legal victories in the courts, and despite the moral victories in the lunch counters and on the buses... the actual benefits have touched relatively touched relatively few Black folks, particularly in northern metropolises.”

Excerpt from “Why We March: Race And Schools in Another Perspective,” an essay on the corruption of Chicago’s education system

Urge Boycott Of 'Willis Wagons'

The spearheading organization behind the protest demonstrations of the so called "Willis Wagons" at 73rd and Lowe, is now engaged in Englewood on a door-to-door



BENJAMIN WILLIS

campaign to persuade parents to boycott the mobile units come September.

Making the announcement was Mrs. Birdie Bluff, secretary of the 71st and Stewart Committee, which in conjunction with other direct action groups has staged continuous demonstrations at the controversial site for over two weeks.

Souvenirs Getting Higher

OKOJOI, Iowa —(UPI)— Souvenir hunting cost 19-year-old Steve Smith \$50.

Smith was arrested when he walked out of a bar with a stool under his arm. He told the judge who fined him \$50 and costs he only wanted a souvenir of Iowa's "Great

Mrs. Bluff said that groups were canvassing Englewood contacting the parents of the approximately 800 school children who are expected to be transferred to the mobile units when school opens, September 3.

The protesting organizations contend that use of the mobile units perpetuates racial segregation.

Mr. Rosie Simpson, president of the 71st and Stewart Committee indicated that her group may establish "proxy schools" for children whose parents agree to boycott the mobile units.

Such a plan was initiated when the committee was boycotting a former Goodwill Industries Warehouse that was being converted into a school at the beginning of the year. Temporary classrooms were set up in two Englewood churches. The converted school, (located at 71st and Stewart), dubbed "Willis Warehouse," has since been reallocated for use by nearby Wilson Junior College.

Observers at the mobile unit site said that 16 of the "wagons" have been thus far carted onto the lot. Upon completion, the lot will hold 19 units.

During last week's demonstrations, the Rev. Philip Dripps, pastor of the Ogden Park Methodist, headed a contingent of 30 clerics who joined the picket line.

The Rev. Mr. Dripps said his group was planning to initiate a city-wide boycott of mobile units while emphasizing the 73rd and Lowe location, "because they are the symbol of segregation in education in Chicago."

Kerner Signs Law To Curb Illegal Births

SPRINGFIELD, Ill. —(UPI)— The Department of Public Aid now has the authority to take children away from their mother if the mother has given



GOV. OTTO KERNER

WEATHER

Fair and continued warm with a high near 90. Low will be in the middle 60's, and southwesterly winds will range from six to 12 miles per hour. The prediction for Friday is partly cloudy and warm with a chance of showers.

birth to more than one illegitimate child.

One bill signed by Gov. Otto Kerner states that the having of more than one illegitimate child by a mother receiving Aid to Dependent Children (ADC) payments is prima facie evidence the child is not living in a suitable atmosphere.

Another bill provides that the birth of a second illegitimate child to an ADC recipient is grounds for unfitness. The state would be able to take the child away on those grounds.

Director of Public Aid Harold Swank said the new laws had already "been our policy." But he said the new laws do not force the state to take the children away from their mothers if it is thought the child would be better off at home.

A Tax Cut

MONROVIA, Calif. —(UPI)—The tax rate keeps going down in Monrovia.

The city council approved a tax rate of \$1.64 per \$100 of assessed valuation. The rate has been lowered annually for the past 10 years.



Judge Janita Kidd Stout, first Negro woman judge in Philadelphia, is scheduled to speak at 11 a.m., this morning at McCormick Place for the ANECANS symposium, sponsored by the young adult group of the American Negro Emancipation Centennial Authority. Also appearing on the program will be Lee Blackwell, managing editor of the Chicago Daily Defender, as moderator; Frank Stanley, Jr., Louisville Defender; Charles J. Smith III, marketing specialist, and Dr. Ivan Samuels. The title of the symposium is "From Protest and Persuasion to Performance."

Porters To Mark 38th

On Aug. 25, 1925, after the failure of several previous efforts to organize the sleeping car porters of the nation into a bona fide trade union, a meeting of six Pullman porters was held in New York City from which was developed the program which resulted in the organization of the first group of Negro workers on a national scale in America.

The outstanding feature of the porter's 38th anniversary will be the Public Labor-Education meeting which will be held at the Church of the Good Shepherd, 57th St. and Prairie Avenue, Thursday, Aug. 22, 7:30 p.m.

Centennial Near 2nd Week; Slate 'Press Salute' Friday

The Emancipation Proclamation Centennial celebration at McCormick Place moves into its second week tomorrow, Friday, with a salute to the press.

All of Chicago's mass media will be featured and the program for the day will attempt to show what part the press has played in the Negro's quest for complete freedom.

Friday also is Maywood and East Chicago Day. Program Coordinators are Larry Steele and Stephen Sayles.

Action begins at 1 p.m. with the Larry Steele Show on the center stage. It will be followed with a luncheon for Maywood and East Chicago dignitaries.

Duke Ellington's "My People" plays the Arie Crown Theatre at 3 p.m., and the ANECANS present their Symposium: . . . 1983 at the same time. Larry and Duke will give reports of their shows at 7 and 8 p.m. respectively.

Council Unit Gets New Fair Housing Act

The hot issue of fair housing in Chicago, which has been undergoing legal surgery in a sub-committee of city council, has been released with strong provisions against real estate operators who practice racial discrimination.

But it is too early to speculate on its fate. Members of the city council judiciary com-

Arthur Mohl, chairman of the legislative committee of the Chicago Real Estate Brokers, speaking before the City Council Judiciary Committee, said the Board is making a hurried review of the new Fair Housing Ordinance draft and is likely to endorse it.

He said they are awaiting a report from the Board's legal advisor, Donald Clausen, who is expected in the city today to examine it.

The draft had been finished about 15 minutes before the committee convened at city hall.

There were not enough copies available for all members when the meeting opened.

The new ordinance, entitled "Chicago Fair Housing Act," which will be second to the Fair Employment Practices Act, is a statement of policy by the city of Chicago, "to assure full and equal opportunity to all residents to obtain fair and adequate housing for themselves and their families in Chicago without discrimination against them because of race, color, religion,

national origin or ancestry."

The act further states, "It is the policy of the city that no owner, leasee, sub-leasee, assignee, managing agent or other persons, firm or corporation having the right to sell, rent or lease any housing accommodations, deny or withhold these accommodations from any persons because of race, color religion or national origin."

Any persons charged with violating the law will be subject to investigation by the 15-member Commission on Human Relations.

The commission would have the power to subpoena and conduct hearings.

A report of the findings of the commission after the hearing and attempts to negotiate fail, will be referred to the mayor for revocation of the defendants real estate.

The judiciary meeting at city hall was open to the public and many of the opponents of the ordinance were on hand.

Ald. Robert Massey of the 36th Ward, attempted to bottle-up the ordinance in a committee by a motion to table it until later. His motion was defeated by a vote of 6-2, and a short recess was called to allow the committee to study the draft.

The judiciary committee was expected to adopt a draft for presentation to city council which meets at 10 a.m. today.

New proposal is expected to come up on the floor, but it is likely to be published and deferred until a later date.

Ald. W. B. Claude Holman, chairman of the judiciary committee and one of the drafters, said, "I expect quite a bit of opposition because there are a lot of die-hard people who don't want to see a law of this kind passed. But I think the forthright councilmen will give this ordinance support and approve it."

Centennial Near 2nd Week; Slate 'Press Salute' Friday

would have to close due to lack of attendance.

On Wednesday, the Rev. Martin Luther King made an official visit to the Centennial. He said that he was "tremendously impressed" and that the Exposition had great educational value for both Negroes and whites.

"The Negro has made a tremendous contribution to this nation," he said, "and the race has a heritage to be proud of."

In commenting on the latest Birmingham bombing, King said it was the 48th since 1946 with no convictions, and that unless it is stopped, it could lead to "a dark night of violence."

Rev. King presented a plaque to Duke Ellington for "his great contribution to the cause of freedom," and in turn, Duke presented King with a copy of his album "Our Heritage" & made it a part of the Exposition



SEE BOYCOTT OF SCHOOL

Negro Parents Want Removal of Mobile Units

Will Also Picket U. S. Hints Use of Troops in Alabama at Two Other Places

BUDGET HEARING
School Supt. Benjamin Willis plans single hearing on annual school budget in place of 28 district hearings. Story on page 5.

Milwaukee demonstrators tie up courthouse above lines with civil rights complaints. Story on page 6.

(Picture on back page)
A group of south side parents has called for a boycott of classes at the Guggenheim school, 7146 Sangamon st., to begin as the fall semester opens today.

Support of parents for the boycott was sought yesterday by members of the 71st and Stewart committees, who made house-to-house calls as a demonstration at the school continued. Two pickets who chained themselves to police cars during the protest were arrested.

Threatens to Picket
Mrs. Rosie Simpson, president of the committee, said the boycott would continue until no classroom units taken to Guggenheim from 73d street and Lowe avenue are moved once more. The 71st and Stewart committees led last month's demonstrations at 73d and Lowe.

Mrs. Simpson said that the Wentworth school, 6805 Sangamon st., to which mobile units from 73d street and Lowe avenue have been moved, and the Carter school at 5100 Michigan av. also will be picketed today. She said there will be no immediate boycott at the Wentworth school.

Own Schools in Mind
She said the committee is considering the establishment of "freedom schools" for pupils held out of classes by the boycott. The schools would be staffed by volunteer teachers.

Another plan calls for sending pupils from boycotted schools to make studies at other south and southwest side schools.

The parents charge that the mobile units are being used to maintain de facto segregation because the Wentworth and Guggenheim student bodies are virtually all Negro.

They want the children who [Continued on page 4, col. 5]

Swank Coming-Out Party on L.I. Busts Out All Over

(Chicago Tribune Press Service)
Southampton, N. Y., Sept. 3.—Police Chief Donald J. Finlay of this fashionable Long Island resort reported today that 100 to 125 young men and women, representing some of the best families in the east, were at a spree Sunday that caused damage estimated at \$5,000 to \$10,000.

The wiggling was an informal sequel to the coming-out party for Fernanda Wanamaker Wetli, 18, eight hundred persons attended the formal affair, which lasted from 8 p. m. Saturday to 7 a. m. Sunday at the home of Miss Wetli's mother, Mrs. Donald S. Leas.

Too Good to Stop
The damage was in one of three homes rented to house out-of-town guests. Billed for the party were young men from Philadelphia, Connecticut, Massachusetts, and New Jersey.

The young bloods in the 20-room mansion rated the fun too good to stop.

They took in a collection and hired some of the musicians

Russ Cast 101st Veto in U.N.

KILL COUNCIL MOTION TO SLAP SYRIA
Side with Arabs in Israeli Case

BY WILLIAM FULTON
(Chicago Tribune Press Service)

New York, Sept. 3.—Russia today cast its 101st veto in the United Nations security council to kill a British-American resolution condemning the "wanton murder" of two Israeli farmers recently.

The defeated proposal blamed Syria by implication.

Eight nations on the 11-member body voted in favor of the resolution, but Nikolai Tsvetkov, Soviet delegate, raised his hand high in the negative. Russia and the other big powers on the council can kill any proposition by a single vote.

STEEL STRIKE OVER ONE MAN ENDS IN GARY

Thousands Start Back to Work

A strike of 8,500 of the 15,000 workers at the Gary works of the United States Steel corporation ended yesterday when union and company officials agreed to meet and discuss a grievance involving one man.

Picket lines, which had caused the company to start



Tincher (left) and Kincaid making open hearing and blast furnaces, were ordered removed at 12:15 p. m. by Oval Kincaid, subsidiary director of the United Steelworkers union. Union workers then began reporting for regular shifts.

Prefer Own Plans
The Birmingham city council yesterday voted to keep his state police out of the city. The governor said no heed to the request.

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Crump Moved Family of Five to Joliet Cell

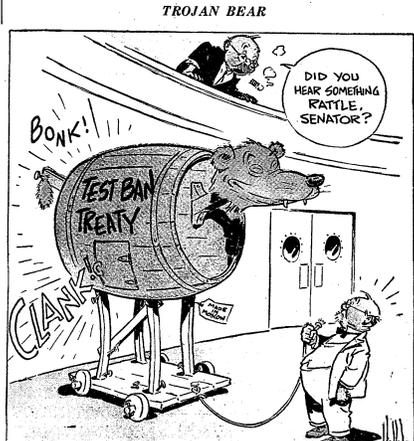
Ragen Cites Troubles with Murderer

Paul Crump, who was saved from the electric chair by Governor last year because of Crump's contention that he was "rehabilitated," has been transferred to Joliet penitentiary after his third confinement in an isolation cell at the Pontiac state reformatory, it was disclosed yesterday.

Rehabilitation?
"We had thought that, with all the rehabilitation he might get along at Pontiac," Ragen said. "But the rehabilitation wasn't there — it didn't show up."

Threatens Storekeeper
"Crump told Studley that, if the storekeeper reported him, he is in turn would report that Studley was carrying contraband into the prison. Studley did not report him, and told of the threat."

Hope to Settle Issue
Vitek said that Crump was placed in isolation that night. The warden said an investigation showed nothing against Studley. Ragen explained that Studley voluntarily had offered, in making his report, to undergo "a lie detector test and any other kind of test to prove the falseness of Crump's threat."



Family of Five 2 Months on Beach

(Picture on back page)
Fishermen have been providing food, blankets, and money to a woman, 28, who has been living with her four children in a car on the lake front at 51st street since July 1.

The plight of the family was brought to the attention of THE TRIBUNE by several of the fishermen. The woman is Mrs. Betty Mitchell, who came to Chicago from Clearwater, Fla., with her husband, Ronald, also 28, and their four youngsters: Timothy, 6; Kathy, 4; Cindy, 3; and Craig, 2.

Husband Promised Job
Mrs. Mitchell told a reporter that the family came to Chicago when her husband was promised a job with a construction company. When the job failed to materialize, the family decided, because of a shortage of money, to sleep in the car.

Mrs. Mitchell said her husband got a job with a southwest chemical company on Aug. 7 and they planned to go apartment hunting on Aug. 22, when she was to get his paycheck. But she said when she went to the plant to pick him up, she was told he had received the check and they planned to go to the car on the lake front before, but returned after three days.

15 in Illinois Injure Eyes Watching Eclipse of Sun

Fifteen persons in Illinois suffered permanent eye damage from looking directly at the partial solar eclipse July 20, the Illinois Society for Prevention of Blindness reported yesterday.

The loss of vision because of the burning of the retina ranged from 10 to more than 25 per cent, said Frank P. Fowle, president.

The painless burning of the retina leaves a permanent scar which blots out the center of everything that is looked at.

All Knew of Danger
"All of these people said they had been informed of the danger of looking directly at the sun thru the extensive coverage by the news media, but most didn't think the danger was so great for them," Fowle said.

20 Are Hurt as Tornado Claws Town

St. Marys, Pa., Sept. 3 (AP)—A tornado churned out of a thunderstorm 11 miles west of here today, boiled over heavily wooded mountain land, and slammed into St. Marys, causing damage in excess of one million dollars.

Attendees at St. Marys hospital said at least 20 persons had been treated. Four were kept for further treatment. Police said numerous others suffered minor injuries which did not require hospital treatment.

Winds Pick Up Cars
The funnel was first sighted near the state police barracks in Ridgway, located in rough terrain in northwestern Pennsylvania.

Trooper Leslie Stivel, on desk duty at the time, said the funnel bypassed the barracks but picked up several moving cars on the highway and spun them around in the air like paper. It roared over a mountainside, skirting Ridgway, and barreled toward St. Marys. The intervening 11 miles is uninhabited.

Describes Funnel Shape
"It was about two miles shape from the twister, and it looked to be about 15 feet wide at the bottom and about 500 feet across the top," Hauber said. "It lasted about 5 to 10 minutes, tearing up everything in its path."

The most seriously damaged area was the Lynchville district, a residential section. Officials on the scene said 100 to 150 houses and garages were destroyed. Trees 10 feet in circumference were uprooted, power lines were down, and utility poles splintered.

Appeals to Both Nations
After the voting, Council President Jacques Berthelot of the Philippines made a personal appeal to both parties to respect the current cease-fire and also to exchange prisoners.

"The lack of action today creates another vacuum in the world that is not reassuring to world peace," Berthelot said.

THE WEATHER
WEDNESDAY, SEPTEMBER 4, 1963

CHICAGO AND VICINITY: Showers likely today; continued cool; high in low 70s; chance of showers tonight. Low around 60; east to southwest winds 10 to 15 m. p. h. Tomorrow: Partly cloudy; not much temperature change.

NORTHERN ILLINOIS: Mostly cloudy and cool today; showers and a few thunderstorms likely tonight. Low 50 to 60. Tomorrow: Partly cloudy and cooler with chance of a few showers.

WEATHERMAN'S RECORD
HIGHEST TEMPERATURE was observed in 1870: 90, in 1876: 90, in 1880: 91, in 1884: 92, in 1888: 93, in 1892: 94, in 1896: 95, in 1900: 96, in 1904: 97, in 1908: 98, in 1912: 99, in 1916: 100, in 1920: 101, in 1924: 102, in 1928: 103, in 1932: 104, in 1936: 105, in 1940: 106, in 1944: 107, in 1948: 108, in 1952: 109, in 1956: 110, in 1960: 111, in 1963: 112.

His Gallery Laughter
Salah E. Dine Tarzi, representing Syria, retorted Comay was trying to put in a last word for publicity in the American press. A wave of laughter rippled over the gallery.

"The gallery can laugh," the Syrian said. "I can also get a claque to laugh. I appreciate the reasons for the veto and express my sincere thanks to the distinguished soviet delegate for taking this stand, which goes hand in hand with the cause of justice."

U. S. Secretary General, Agrees to Carry out a Moroccan suggestion for a new investigation.

TEMPERATURES IN CHICAGO

7 a. m.	68	7 a. m.	68
8 a. m.	69	8 a. m.	69
9 a. m.	70	9 a. m.	70
10 a. m.	71	10 a. m.	71
11 a. m.	72	11 a. m.	72
12 m.	73	12 m.	73
1 p. m.	74	1 p. m.	74
2 p. m.	75	2 p. m.	75
3 p. m.	76	3 p. m.	76
4 p. m.	77	4 p. m.	77
5 p. m.	78	5 p. m.	78
6 p. m.	79	6 p. m.	79
7 p. m.	80	7 p. m.	80
8 p. m.	81	8 p. m.	81
9 p. m.	82	9 p. m.	82
10 p. m.	83	10 p. m.	83
11 p. m.	84	11 p. m.	84
12 m.	85	12 m.	85

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Blast City For Lack Of Near Southside Library

A near Southside mother blasted Chicago city planners and Chicago Public Library officials for "poor city planning that is proving a definite handicap to the educational possibilities of children living within the near south side area."

Mrs. Frances Cummings, chairman of the Library committee of the Youth Services Coordinating Committee, unloaded a tirade at the public officials at a special meeting of the grouping of community leaders at Henry Booth House, 2328 S. Dearborn st.

The group is planning a public information meeting concerning the area's library needs at Trinity Episcopal Church, 125 E. 26th st., Thursday March 21st at 8 p.m.

PLAN PROTEST MARCH
Residents of the Harold L. Jakes, Archer Courts and Prairie Courts Chicago Housing Authority housing developments will march in protest to the meeting. The march set to begin at 7 p.m. will follow a route from 22nd st. down State st. to 26th st. and then move eastward to Trinity Church.

"For almost two years, we have been in constant contact with planners and library officials," Mrs. Cummings said.

"The planners have not committed themselves except to say that the development of a library is under study. It would seem that the inclusion of a library would have been in the initial plans.

"In an area of massive land clearance and redevelopment it seems mere poor planning that is proving a definite handicap to the educational possibilities of the children living within the near south side area.

Thirty - seven community groups have joined in the sponsorship of the meeting.

"We have been told that our neighborhood has no special problems that would influence the building of a library. In an area of high rate of school dropouts, poor reading and educational levels, we view such a statement as a clear indication of a complete lack of insight into community needs.

"To further emphasize the need, local school authorities do not give library assignments or home work that requires library research.

"Joseph Fleming, president of the Chicago Public Library board, has called our group a bunch of letter writers. We have written letters to officials including Mayor Daley. We have had group conferences with these same officials because it is our feeling that they just don't understand our needs.

"I wonder if Mr. Fleming feels that our request for at least one library in an area including approximately 800 city blocks is asking too much? "If he checks his map of library facilities he will find that there is no library between Washington st. (100 north), Oakwood Boulevard (3950 south), Halsted st (800 west) and the lake front."

Mrs. Cummings said the group has extended invitations to Mayor Daley, John G. Duba, Urban Renewal department commissioner; Miss Gertrude Gscheidle, Chicago Public Library head librarian; Ald. William H. Harvey, Rep. William Robinson and members of the Chicago Public Library board to attend the Thursday meeting.

Englewood Boycott Parents Begin Sit-In

ENGLEWOOD, N. J. — (UPI) — Parents protesting racial imbalance in the city school system began a sit-in at the offices of the Board of Education.

Some of the demonstrators were parents of children who have been boycotting the predominantly Negro Lincoln Elementary school since Feb. 26. A total of 66 pupils were marked absent Tuesday at the school — 39 of them listed as boycotters.

Page 5 DAILY DEFENDER — WEDNESDAY, MARCH 20, 1963

Set Birth Control Plan Saving At \$250 Million

A saving to Illinois taxpayers of more than 250 million dollars over the next 10 years could be accomplished by the new birth control policy of the IPAC, according to the chairman of the Citizens for the Extension of Birth Control Services.

In a letter sent to all Illinois State legislators this week, Norman Lazarus, Chicago businessman and co-chairman of the citizens group, pointed out that a ten-year saving of nearly 20 million dollars by 1974 has already been effected by the expenditure of \$168,000 during 1962 by the Planned Parenthood Association in Chicago.

The agency gave birth control services to some 4,200 relief mothers during that time.

Lazarus and Dr. Lonny Myers, Chicago physician and co-chairman of the group which is composed of civic, medical and religious leaders in the Chicago area, presented comparative costs of birth control services versus welfare programs for care of dependent children.

"The cost of birth control services is insignificant," Lazarus said, "when compared to the fantastic costs of dependency.

In addition, the suffering heaped on innocent children born into deprivation and poverty is horrible to contemplate."

"The number of children on the ADC rolls has increased 239 per cent in 10 years," he said, "spiraling from 59,000 in 1953 to 200,000 in 1962!"

Lazarus emphasized the fact that those least able to provide for themselves or their children are having the largest families.

"Based on the continuing increase in the number of dependent children, a ten million dollar investment in voluntary birth control services over the next 10 years could result in a saving of a quarter of a billion dollars in the same period of time," he said.

Dr. Myers and Lazarus hailed the decision of the Illinois Public Aid Commission to implement their birth control policy on April 1. "Against strong opposition, but with the required courage and foresight, the IPAC has chosen to expend a small sum now to save millions of dollars in the very near future."

Dr. Myers pointed out that the primary concern of "CEB-CS" is to assure the poor the same access to medically supervised birth control services as more fortunate women have.



Nothing matches this rich, luxurious taste

KENTUCKY TAVERN

America's Best Premium Bourbon



Fight school segregation!

**LET CHICAGO KNOW YOU WANT
EQUAL EDUCATION FOR YOUR
CHILDREN! HIT BACK AT CZAR
BEN WILLIS AND HIS DOORMAT
SCHOOL BOARD!**

This is your chance to tell the world how you feel about the die-hard, obstructionist Public School officials who refuse to give ALL of Chicago's children an equal chance to get a good education.

Help put an end to inferior, overcrowded schooling! Help to end the ruinous segregation of our children! Help to rid Chicago of Ben Willis and the School Board members who have surrendered to him! Support this great protest — and get your friends to support it — RIGHT NOW!

**KEEP YOUR
CHILDREN OUT
OF SCHOOL for
this one day!**

**Let them know you want
a better future for them**

**OCT.
22**

FREEDOM DAY SCHOOL BOYCOTT

Sponsored by Coordinating Council of Community Organizations



JOIN the

SCHOOL BOYCOTT

ON

FREEDOM DAY

OCT. 22 TUESDAY OCT. 22

— STAY · OUT · of · SCHOOL —

KEEP · YOUR · CHILDREN · OUT · of · SCHOOL ·

STRIKE · BACK

- • • at inferior, overcrowded schools
- • • at segregated schools
- • • at Ben Willis
- • • at prejudiced members of the board

JOIN THE MASSIVE DEMONSTRATION DOWNTOWN TUESDAY AFTERNOON

STRIKE AGAINST RACISM WITH THIS ONE DAY
STRIKE AGAINST SEGREGATED EDUCATION

Sponsored By

Coordinating Council of Community Organization

INVITATION TO FREEDOM DAY

TUESDAY OCTOBER 22

STRIKE BACK

AT INFERIOR EDUCATION...

Some symptoms of inferior schools are:

1. Lack of facilities; lack of proper supplies
2. Inadequately trained teachers
3. Shortage of full-time specialized counseling services
4. Overcrowding - figures from the U.S.A. Civil Rights Commission state the following:

	<u>1961-62 number of pupils per classrooms</u>		
White	30.9	Integrated	34.9
		Negro	46.8

AT SEGREGATED EDUCATION...

One aspect of segregated education is the textbooks used throughout Chicago. These books do not adequately and sometimes, not at all, present the contributions of minority groups in America. Minority groups such as Negroes, poor Southern Whites, Orientals, Jewish people are not portrayed as builders and organizers of America.

THIS IS NOT A WHITE MAN'S WORLD. SEGREGATION NOT ONLY MISLEADS YOU, BUT LEAVES YOU UNPREPARED TO LIVE IN THE AMERICAN SOCIETY.

AT BEN WILLIS ^{and} HIS FOLLOWERS...

Superintendent Willis has put into practice most of the policies segregating Chicago schools. Willis has:

- fixed boundaries to promote segregation
- used the mobile classrooms
- refused to open school records to the public

All this has been done to maintain and perpetuate segregation

...AND WILLIS IS NOT WITHOUT SUPPORT

The Board of Education has not only supported, but has also approved Ben Willis' measures for years.

WE DEMAND THE BEST EDUCATION AND THAT MEANS AN END TO BEN WILLIS' SEGREGATED EDUCATION.

OBSERVE FREEDOM DAY !! OCT. 22

HERE IS NO SUCH THING AS SEPARATE BUT EQUAL!
NORTH or SOUTH

CHICAGO CITIZENS, BLACK and WHITE, ARE VICTIMS of
SEGREGATED SCHOOLS!

If you are willing to let your children go to inferior,
unequal, and segregated schools - don't read any further.

IF NOT

WHAT YOU MUST DO!

USE YOUR TELEPHONE

Everyone must learn about the boycott -
call all your friends - Tell them how they can join the fight
simply by keeping their children home. -
Ask them to call their friends - start a chain-call
You can alert hundreds of parents this way.

NOCK ON DOORS

contact your minister, your neighbors, union, clubs -
any group you belong to or know about. Ask them to
contact others.

MORE LEAFLETS ARE AVAILABLE : APPOMATIX CLUB
FOR FURTHER INFORMATION CALL: 3632 So. PARKWAY
285-5839

TO BE A VOLUNTEER FREEDOM FIGHTER, CALL THE
FREEDOM DAY OFFICE. HELP CONTACT OTHERS,
DISTRIBUTE LEAFLETS, MAN THE PHONES.

YOUR COOPERATION WILL MAKE THIS
DEMONSTRATION THE GREATEST MOVE YET FOR
FREEDOM IN CHICAGO

THIRTEEN-POINT STATEMENT OF DEMANDS UPON THE CHICAGO BOARD OF EDUCATION
BY THE COORDINATING COUNCIL OF COMMUNITY ORGANIZATIONS

1. Removal of Willis and an immediate nationwide search for a new superintendent of schools.
2. Have the Board of Education institute a basic policy of integration of staff and students.
3. Removal of Sterling McMurrin and Lester Nelson from the Committee to Study Racial Composition of Chicago Schools. (They are disqualified to serve, having declared themselves to be partisan to Dr. Willis and therefore can not serve objectively.)
4. Addition to the Racial Study Committee of such persons as Dr. Kenneth Clark and Dr. Dan Dodson, two of the nation's foremost authorities on problems of school desegregation.
5. Dr. Havighurst to assume immediate and sole charge of the school survey.
6. Immediate publication of a total inventory of school population, number of classrooms, classroom usage, including a racial count of students, teachers and principals, conducted school by school.
7. Immediate publication of pupil achievement levels on standardized achievement tests, grade by grade and school by school.
8. Ask Mayor Daley to request federal funds on an emergency basis for a crash remedial program in all schools where achievement records show help is needed.
9. Immediate change in Board's hiring practices to permit hiring of social workers, counsellors and nurses without the present requirement for teaching certificates.
10. Abolition of all high school branches in elementary schools.
11. Board of Education to make trade and vocational education available to all students under instructors who are qualified in the trade or vocation areas they are to teach.
12. All available space in permanent facilities to be utilized fully; then, and only then, should mobile units be used, but never to be used to perpetuate segregation.
13. Finally, reconstitution of the Board of Education by the appointment of new members to the Board who are publicly on record in favor of overcoming de facto segregation in the Chicago schools.

#

• Demands of the October 22nd Freedom Day School Boycott and Demonstration
• Adopted by Coordinating Council of Community Organizations meeting on Saturday, October 19, 1963 at Washington Park YMCA
• Issued Monday, October 21, 1963, by Lawrence Landry, Chairman, Chicago Freedom Day School Boycott Committee of the

COORDINATING COUNCIL OF COMMUNITY ORGANIZATIONS