

Youth Participation in and Contribution to the Civil Rights Movement and a Look at the Relevance of Today's Local Pittsburgh Agencies Promoting the Success of Youth

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Overview

The Civil Rights Movement has been defined as the reform movement in the United States aimed at abolishing racial discrimination of African Americans. I would like to believe that our social studies classes are addressing the Movement in the studies of Civics, African-American History, US History etc. What may be less apparent is the participation of youth in this movement. Children were often the heart and soul of civil disobedience. They were enmeshed in sit-ins, voter registration, and bus boycotts. They often came to the front lines with their mothers who also participated and are often not recognized. Youth saw, first hand, the value of the Civil Rights Movement. There are many unsung heroes of the time, especially the children. This unit will introduce the students to an element of the Movement they likely do not know much about, the youth involvement.

This curriculum unit will also explore the current social justice organizations in existence today in Pittsburgh, many run by and for African-American youth. These organizations include Urban Youth Action, Youth Places, Youth Works, One Vision One Life, Community Empowerment Association, Voices Against Violence, Homewood YMCA Community Outreach, Next Generation, One Step, Community Intensive Supervision Program (CISP), 100 Black Men of Western PA, CLAAY Program, Mother to Son, One Hood and others. Following our study of the 1960's Civil Rights Movement we will segue into whether African-Americans have civil rights today or not and what does that look like? We will discuss all the current great black leaders of the above

mentioned organizations as role models in the continued fight for equality and opportunity.

As a white urban high school teacher I have always been aware of race and its role in the educational system. Like much of the research, I do believe we have come a long way from Jim Crow, but much work remains to be done for students by teachers. A colleague who is an excellent disciplinarian and instructor comments to me often about, "The black kids." He says things like, "I hate to say it, but it's the black kids who are mostly failing my class." He will make comments about not being able to pronounce their names. His name is one of a complicated German origin. When he tells me about his interactions with parents his rendition is stereotypically "black." He uses black slang to impersonate a lower class black parent. When in the presence of African-American peers, he makes sure he uses "African-American" instead of "black." I do not pretend to understand why he would continue in public education with obvious prejudices. Nonetheless I find it exceedingly essential that I prepare my students to deal with Mr. German last name and the many other bigots of the nation. It is these examples and other subtle prejudices that my students presently and will continue to face.

This project will aim to educate all students of the importance of the Civil Rights Movement, especially the participation and contribution of the youth. Education will empower them to continue to do good work and instill a high self-esteem as young black students who will maintain the "grace of power." William Glasser, psychiatrist and author, considers students to be driven by six basic needs: survival, power, love, belonging, freedom and fun. Maria Harris, author of Teaching and Religious Imagination, envisions the sometimes negative connotation of power to be reworded to the "grace of power." Grace of Power exists when we discover our own power and use it well. Through the teaching of history and awareness of current social just movements, students will end the unit with a feeling of empowerment and ability to affect positive social change for all Americans.

Rationale

This unit is designed for a mixed grade level special education class that includes students in ninth through twelfth grade with a learning and/or emotional disability. The students are mixed grade level because the classes are grouped according to the student's instructional reading level. This unit can be adapted for reading levels as low as fourth grade. By nature of their learning disability, these students have average to above average intelligence but their achievement does not match their aptitude. Students with emotional disabilities are typically students with Attention Deficit (Hyperactivity) Disorder, Oppositional Defiant

Disorder, and/or Conduct Disorder (a misdiagnosed disability). Some students with high functioning mental retardation are also included in the class. These particular students are borderline mentally retarded and likely lacked education due to their behavior interfering with their education and/or nonattendance during formative school years. They are limited academically but their adaptive skills do not fall within the mental retardation level.

A disproportionate number of students identified with emotional disabilities are African American males (I know you're shocked). This occurs nationally and locally. A disproportionate number of African Americans are identified with learning disabilities as well. When students do not perform in the standard comprehensive high school the only alternative education we have is special education. Parents are tired of seeing their children fail so they request evaluations for services. Students usually qualify because these students have not been learning either because they have missed school because of family circumstances or their behavior (sometimes environmentally induced) impedes their learning. A child may seem mentally retarded or learning disabled but it is strictly a lack of education. Students with emotional disabilities are all too often students with conduct disorders. According to the American Academy of Adolescent and Child Psychiatry:

"Conduct disorder" refers to a group of behavioral and emotional problems in youngsters. Children and adolescents with this disorder have great difficulty following rules and behaving in a socially acceptable way. They are often viewed by other children, adults and social agencies as "bad" or delinquent, rather than mentally ill. Many factors may contribute to a child developing conduct disorder, including brain damage, child abuse, genetic vulnerability, school failure, and traumatic life experiences."

Conduct Disorder is not a disability. Students are not born with a conduct disorder, it is something attributed to another event or experience. When students are labeled with any type of disability they are vulnerable to teasing and torment from their "non-disabled" peers. This is yet another reason to introduce instruction and curriculum to heighten self-esteem.

This district is currently undergoing some major changes under Superintendent Mark Roosevelt. His "Excellence for All" program of change includes high school reform as a main component for the upcoming 2007-08 school year. Part of this reform also includes closing the achievement gap between white and black students in the district (see Appendix A). Educating students about the history of African Americans, specifically during the civil rights movement, is essential to raising student self-esteem and achievement. It is my hope that, through this unit, students will establish a sense of self-worth as

well as come to appreciate, their community and their history. Examining the many accomplishments of youth at the grassroots level during the movement will prove motivating. It will help to disbar the notions of helplessness and passive acceptance of less than adequate circumstances in one's family and community. This unit will help fill the gaps of African American history, one where students often only know, slavery, Martin Luther King Jr., and today's "ghettos". When discussions around careers and future come up, too many of my students give welfare and section eight housing as answers to how and where they will live. I cannot help but feel like exposure to a different lifestyles other than public assistance would motivate them to be and do more. Too often it is so difficult to motivate students (white and black) that come from low socio-economic backgrounds. They only know what they see and experience. Their naivety is disheartening, especially when they tell me that a minimum wage job is enough to raise a family. They really believe it is a living wage.

All students are very quick to complain about daily routines, activities, *rules* of they school. Instilling a sense of self-worth and making them feel that they have a voice in their school, home and community is crucial in the development of our students. I think sometimes schools do students a disservice by telling them, "Because I said so, because I'm the teacher, because I'm the principal." Students can voice their concerns respectfully and get results. It is responsibility as an educational agency to help them develop this skill. They will surely need it once they leave the school entity. So many of our seniors get what we like to refer to as "senioritis." This phenomenon can occur as early as February or March of their last year in high school. Our best seniors revert to immature ninth grade behavior, mostly likely because they are afraid to leave the safe environment of the school system. They know in their heart of hearts that the really tough parts of life have not even begun. One of the best gifts we can leave students is not calculus or literary genre, it is the ability to think for themselves, make good choices and know how to get up when they don't. We must inspire them to be better and not to settle. This unit will introduce youth in the civil rights movement as a means to enhance student understanding of their past heritage and how proud they must be as a young African American. Further it will exhibit all of the local agencies currently in existence that aim to promote the social well-being of black youth. This organizations are proof that there is still work to be done and there are great people getting it done, just as in the 1960's era.

The idea of youth participating in and contributing to the Civil Rights Movement is major in connecting students with this time period. Using youth to access information about the movement is spectacular. Students can more easily relate to people their own age. Focusing on the grassroots instead of only the key political figures of the era will help students realize the value of their heritage and

history from the “ordinary” people, not some fantasized idea about the most popular people in the movement. The activities and leaders of SNCC, established in 1960, (Student Nonviolent Coordinating Committee) will be examined. Sit-ins, freedom rides, freedom ballot, Mississippi Freedom Democratic Party, and the march on Washington will be investigated.

Objectives

Students participating in this curriculum unit will come away with an expanded feeling of self-worth and improved attitude towards themselves and the history of the United States. Further, students will know the vast number of organizations currently working in their community towards continued social justice.

State and local district standards will be addressed. The Excellence for All Framework (Appendix A) will serve a teacher’s roadmap for improved performance. They will understand the major events and grassroots people involved in the civil rights movement, especially youth. Students will examine current social injustices facing their community and the country as a whole. Through group activities they will demonstrate their ability to work cooperatively and effectively to reach a goal (completion of group project) by using research and information management strategies to produce a culminating assignment. They will write either a persuasive, informative or narrative piece related to the civil rights movement. Students will involve their families and community to the greatest extent possible in their culminating project.

Strategies

The proposed projects included in this curriculum unit are intended to heighten the student awareness and discussion of past and current issues related to African-Americans, particularly youth. While the intended curricula is outline herein, it should be noted that students are a wealth of knowledge and the unit may need to be adapted based on student interests and discussions. For example, students may be fascinated by a particular incident or person in the Movement. All efforts should be made to cater the teaching to the interests of the students even if the curricula does not include those aspects. When children speak, we should listen, they have much to say. This unit is based on discovery and should be student led.

This unit will include a focus specifically on the youth movement in Pittsburgh. The NAACP Youth Council and its impact on employment, community service, and voters’ registration will be discussed. It is very powerful for students to learn about their own community. They have a more difficult time whining about, “How does this really relate to me?”

We will also explore the actual effects of the Civil Rights Movement on youth. Brown vs. Board of Education, Daisy Bates, The Little Rock Nine, and Ruby Bridges changed the face of public education. These monumental events and extraordinary people provide a direct link to high school students today. These concepts of segregation vs. integration are great jumping off points for classroom discussion and debate. The question, “Is integration is working?” will be posed and pondered to help stimulate student thinking of their experiences in public schools today.

A chronology and use of timelines to describe the era will also be employed. An assortment of pictures and videos will be used to maintain student curiosity. Many of the students participating in this curriculum are below grade level readers and therefore keeping them focused on the content and not overwhelmed with the reading is imperative. I do believe this topic will be motivating enough for all students.

Classroom Activities

We will begin this unit with a small group KWL chart activity. The teacher will first model a KWL chart on the overhead using a topic of interest, either the Steelers or Pittsburgh. Students will take notes on the columns in the KWL chart (What you Know, What you Want to Know and What you Learned). The introduction to the KWL chart should not take more than ten minutes. Teacher-made groups of three students will be given markers and large poster size sheets of paper. Students will be given fifteen minutes to work together on the first two columns (Know and Want to Know) about the civil rights movement. The last fifteen minutes of this class session will be used to have each group present their information to the class.

The next two class sessions will be spent viewing and discussing the Children’s March video from Teaching Tolerance. Students will preview teacher made comprehension questions about the video before viewing. Students will watch the video in its entirety then answer questions in pairs. Students get tired of hearing the teacher drone continuously. It has been my experience that letting students work with each other improves their on-task behavior. Clear ground rules and expectations must be set. Using a timer for activities is very helpful. More often than not at least one member of the group is anxious about getting done before the timer goes off and therefore keeps the students on task. Some teachers may be leary of letting students work in groups because they fear they will talk about off topic things too much. My experience is I have a very difficult time getting them to not talk during instructional time. If they can talk to each other about their learning I have killed two birds with one stone.

The fourth class session will involve looking at reference books about the civil rights movement. This can occur at the school or local library with arrangements made ahead of time with the librarian. Books can also be brought into the classroom if library time is not an option. I prefer going to both the school and local library. Most of the students that do use the local library use it for computer access only. While it is important for students to be exposed to technology, they can certainly learn there is more to the library than MySpace. I have referenced several materials that include a lot of pictures and timelines. Below grade level readers will benefit from multiple modes of knowledge including visual strategies. The student assignment for the day will be to choose a minimum of five books they would like to further explore and take down the bibliographical information for future reference.

Next the students will be issued a list of young people involved in the civil rights movement. They will include but are not limited to:

- Ruby Bridges –first black student in an all white elementary school in New Orleans
- Claudette Colvin – boycotted segregated bus seating in Montgomery nine months before Rosa Parks
- Ernest Green, Elizabeth Eckford, Jefferson Thomas, Terrence Roberts, Minnijean Brown Trickey, Gloria Ray Karlmark, Thelma Mothershed-Wair Melba Pattillo Beals – Members of the Little Rock Nine
- Carolyn McKinstry – participated in children’s march in Birmingham
- Clyde Kennard - first African-American to apply for admission to Mississippi Southern College, now the University of Southern Mississippi
- Joyce and Dorie Ladner - youth leaders at Tougaloo College and members of the Student Nonviolent Coordinating Committee (SNCC)
- Tougaloo Nine, four females and five males, entered the segregated main branch of the Jackson municipal library in search of source material for a class assignment
- James Coleman - first black to integrate family housing at the University of Mississippi
- Septima Clark - in the early 1920s, she was involved in efforts to allow blacks to teach in public schools in Charleston.
- Diane Nash – one of founders of SNCC
- Ruby Doris Smith Robinson – only woman to ever serve as executive secretary to SNCC
- C.T. Vivian - Baptist minister, first to end Peoria's segregated lunch counters 1947. Founded the Nashville Christian Leadership Conference, organizing the first sit-ins there in 1960 and the first civil rights march in 1961, freedom rider

- James Bevel - known for his 1963 Children's Crusade, which sparked public outrage over the city of Birmingham, Alabama's violent response to child protest.
- Bernard Lafayette - Civil Rights Movement activist, minister, educator, lecturer. He co-founded the Student Nonviolent Coordinating Committee (SNCC) in 1960. He was a leader of the Nashville Movement, 1960 and on the Freedom Rides, 1961 and the 1965 Selma Movement. He directed the Alabama Voter Registration Project in 1962, and he was appointed National Program Administrator for the Southern Christian Leadership Conference (SCLC) and National Coordinator of the 1968 Poor Peoples' Campaign
- John Lewis – Chairman of SNCC
- Diane Nash – Co-founder of SNCC

Students will pick one person to focus a research report on. If at all possible, students should not have the same person but overlapping may occur.

Students will spend two class periods searching the internet and library for resources on these particular activists. Students will record bibliographic information for further references. Next students will be asked to return to the internet and text references they found to answer questions (the beginning of a research project) about their youth activists of choice. A guided outline of information needed will be distributed (Appendix E).

Additional activities may include any of the high quality activities in the Teacher's Guide that goes along with the Children's March presentation from Teaching Tolerance the Southern Poverty Law Center. These activities examine the role different genders played in the movement and how popular culture influences them. Student also have the opportunity to create a timeline of other civil rights struggles with a follow up activity including examination of organizations and outcomes such as Equal Employment Opportunity Council, the National Organization of Women and Title IX.

One of the culminating activities will include a tour of the New Pittsburgh Courier. This black newspaper, established in 1909 is housed on Pittsburgh's South Side, not far from our high school. It is considered one of the largest and most influential Black newspaper chain in the country. It is important for young African Americans to see African American adults in successful positions besides music and sports. Students may explore archives at the facility and the local library. Students will get a chance to speak with current reporters on issues facing African Americans today.

Next, students will be introduced to the organizations present working today for justice and equal opportunities for black youth today in Pittsburgh. Students will learn about the following organizations: Urban Youth Action, Youth Places, Youth Works, One Vision One Life, Community Empowerment Association, Voices Against Violence, Homewood YMCA Community Outreach, Next Generation, Individuals within Mercy Behavioral Health, One Step, Community in Schools Program (CISP), Family Links, Addison Behavioral Center, 100 Black Men of Western PA, CLAAAY and PACT Program, Mother to Son, One Hood, America's Promise.

Urban Youth Action (UYA) began in 1966. Youth development and education continues to be its focus. UYA stresses the value of education. Students are educated about the demands of the world of work and jobs are provided for them. They receive life skills education and community service is emphasized. Youth Administration is a unique program component. Students are employed at the UYA office in administrative positions - young people helping the adults plan and conduct activities for young people. For these youths, school now has concrete applications beyond the classroom. UYA students "give back" to their community. The Community Activities Department takes elementary school children on trips. Shopping and painting services are provided for the elderly. Neighborhood lots were cleaned. Students also work at the UYA office as well as other organizations, businesses, and schools. UYA co-sponsors an annual science fair to encourage student interest in science and technology. Students have access to computers. Conflict resolution, career research, selection and planning; self-esteem; and resisting negative peer pressure are among the educational session topics. The office is centrally located in downtown Pittsburgh and accessible to students throughout Allegheny County.

Youth Places offers exciting after school programs including recreation, life skills lessons, career readiness, academic enrichment and cultural exposure and experiences. Locations are set up around the city, typically in high crime areas, so that students may have a recreation place instead of hanging out on the streets or with non-productive peers.

Youth Works' mission is to build community solutions to help young people whose potential might be overlooked to pursue employment and career development opportunities. They envision the following key components of a successful program. Youth valued for their potential and their talents and able to find the opportunities they need to enter the workforce to develop a work ethic that will lead to a satisfying career. Employers find that the young people entering the workforce are competent reliable, have a strong work ethic and enhance their company. They would like to see employers that are involved and engaged—they actively seek youth as employees, and view them as key to their future success.

The community responds to the needs of young people who are at-risk of falling into negative behaviors by building their life skills and work skills to become gainfully employed citizens. Work experiences available to young people are plentiful, high quality, and make positive long lasting changes in their lives. Strong partnerships between other community organizations.

One Vision, One Life exists to reduce crime and violence by reaching out and providing opportunities for a better way of life. One Vision One Life (1V1L) is an initiative of the Allegheny County Department of Human Services Office of Community Services. 1V1L works with targeted communities to reduce and eliminate violence.

Community Empowerment Association (CEA), evaluates and caters to the needs of communities in Allegheny County. It functions on the premise that many African-Americans are underemployed and unemployment, especially black teenagers. Women and children are the largest group of those trapped in poverty. The last decade has shown little to no improvement in educational achievement for our youth in Allegheny County and incarceration rates are still grossly disproportionate. CEA is built on faith in the possibility of survival and growth, they aim to develop those tools and skills that will foster it. CEA provides support groups, mental health services for victims of violence, after-school programs, violence prevention programming, services to ex-offenders, outreach, pre-employment skills training, employment training and employment for youth and adults.

Voices Against Violence began six years ago under Richard Carrington, who set up a "safe house" in Beltzhoover where gang members, or young people about to make criminal decisions, could go to cool off. Today, VAV representatives work in many schools throughout the district as well as in the streets, preventing clashes.

The YMCA of Greater Pittsburgh builds strong kids, strong families, strong communities through programs that build healthy spirit, mind and body for all. The YMCA assists people in learning the skills and attitudes that will enrich their lives, lead them to interracial and intergenerational understanding and realize their full potential as members of our community. The YMCA of Greater Pittsburgh is a nationally affiliated character building social services agency focusing on program services for individuals and families. Christian in its heritage, it is ecumenical in its delivery of services and its membership. Homewood-Brushton Location has an excellent community outreach program.

The Community Intensive Supervision Program (CISP) is operated by the Court of Common Pleas of Allegheny County, Family Division, Juvenile Section.

CISP was designed for first-time and repeat male offenders between the ages 10-18 and operates in five community centers: Garfield, Hill District, Homewood, McKeesport and Wilkinsburg. The youth are required to report to their assigned center after school and on weekends. Each youth must complete 100 hours of community service before they are positively discharged from the program. Youth are assigned to the program site that services the community in which they live. Youth remain in their communities and are introduced to positive community resources. A full range of programming includes a major emphasis on drug and alcohol education/assessment and treatment, academic tutoring, recreation, cultural activities, community service and employment initiatives.

The main focus of 100 Black Men of Western PA, Inc. is to provide mentoring to at risk African American youth from the greater Pittsburgh area. The organization's mission is to combine talents and resources to help solve some of the problems that affect the African American community in the Greater Pittsburgh Area.

Black Men Rising Black Men Rising (BMR) was started in Pittsburgh (PA) in 1997 by a group of men who were part of Northside Common Ministries Supportive Housing Project. This program was designed to help formerly homeless men acquire and maintain stable housing. The BMR project was designed to help reintegrate these men back into the community. All the men were residents of Pittsburgh's Northside. The Black Men Rising program is designed to help the African American community meet the challenges of the "Digital Divide." Ongoing efforts include making homes accessible to the internet, providing a website with a technology centered aspect and provide an information media presence to inform and help educate African Americans residents of the Pittsburgh PA metropolitan region. In addition BMR has started a Jegna On-Line Connection (an e-mentoring project).

CLAAY Program Career Literacy for African American Youth (CLAAY) is a program of Duquesne University's Center for Competitive Workforce Development (CCWD) that supports the future workforce by empowering motivated youth to define, pursue, and achieve their individual career and educational goals through one-on-one career mentoring, academic tutoring, and related programming

The Pittsburgh Project is a nonprofit community development organization that focuses on developing leaders and serving the city's most vulnerable residents. The purpose of the project is to develop servant leaders and uphold the dignity of vulnerable homeowners. Programs include a series of afterschool programs for urban young people, deploy over 2500 people annually to perform free home repairs for Pittsburgh's in-need elderly homeowners, outfit

college students for urban service and leadership, and spearhead economic development and anti-violence efforts in our Pittsburgh neighborhood.

YWCA Teen Services Department and Female Leadership and Mentoring Endeavor (F.L.A.M.E.) provides girls with a positive mentoring experience that fosters personal and educational growth, through the development of life and social skills, and through career exploration. The primary goal of the FLAME program is that each girl builds a trusting relationship with an adult female role model from the math, science and technology fields. This relationship will aid in the development of tomorrow's leaders today.

The Mother to Son Program supports single mothers and their African-American sons ages 9-13, as well as siblings. All can participate in weekly groups, family activities, and receive ongoing assistance. Other projects which support children's well-being include: a pilot speech/language program providing early identification and intervention, a series of local school-based presentations by Saltworks Theatre to prevent bullying and drug abuse and employment training and school-based intervention through Youthworks-supported efforts.

One Hood was created to promote unity among young men, to strengthen and support each individual member. Programs promote peace in local Pittsburgh neighborhoods. Their motto is, "One Hood Putting the Neighbor Back In The Hood."

Students will research the location, contact information and key leaders of one of the above listed Pittsburgh organizations or any others they are interested in or know about. Students will write letters of interest to the community organizers requesting they come as a guest speaker to the school. The letter will include details about the unit they have recently studied and why they are interested in the information the particular organization has to offer.

Students will also develop a list of interview questions for the guest speakers. They can use the interview as an addition to their research report on civil rights.

Annotated Bibliography/Resources

Teacher Bibliography

America's Civil Rights Movement: A Time for Justice. Writ., Dir., and Prod. by Charles Guggenheim. Videocassette. Teaching Tolerance: A Project of the Southern Poverty Law Center. 2004.

The film is in black and white with very little dialogue. It is mostly a progression through still photographs. The students were not particularly interested in the entire film. It may be beneficial to use in segments. However, the accompanying resource is excellent. The title: Free at Last: A History of the Civil Rights Movement & Those Who Died in the Struggle is a 100 page book of 40 people who gave their lives for the Civil Rights Movement.

“Greensboro Sit-Ins Change Civil Rights Strategies, February, 1960-July, 1960.” DISCovering U.S. History. Gale Research, 1997. Reproduced in History Resource Center. Farmington Hills, MI: Gale Group.

Glave, Dianne D. and Stoll, Mark. “To Love the Wind and the Rain” African Americans and Environmental History. Pittsburgh: University of Pittsburgh Press. 2006.

Lawson, Steven F. and Payne, Charles. Debating the Civil Rights Movement, 1945-1968. Rowman and Littlefield Publishers, Inc., 1998.

This scholarly debate gives the reader perspectives on the Civil Rights Movement, from Mr. Lawson, “View from the Nation,” and Mr. Payne, “View from the Trenches.” This book offers a collection of essays from both authors that force the reader to examine two voices of the time.

Morris, Aldon. “Black Southern Student Sit-In Movement: An Analysis of Internal Organization.” American Sociological Review 46 (1981): 744-767. This scholarly article argues that sit-ins in the South during the civil rights era came out of already existing institutions and organizational forms including black churches, colleges, protest organizations and leaders.

Morrison, Minion K.C. “Preconditions for Afro-Americans Leadership: Three Mississippi Towns.” Polity 17 (1985). 504-529.

This author speculates the conditions for effective black leadership. They include election to public office, a socio-economic status well above the masses, youth and charisma, civil rights principles, programs for social and political action.

Morsell, John A. "The National Association for the Advancement of Colored People and Its Strategy." Annals of the American Academy of Political and Social Sciences 357. (1965). 97-101.

Includes information on youth councils within the NAACP.

Payne, Charles M. I've Got the Light of Freedom. University of California Press, 1995.

This book examines those who participated in the civil rights movement, specifically in the Mississippi Delta, at the grass roots level including women and SNCC (Student Nonviolent Coordinating Committee). It explores the social struggle of young leaders in Greenwood, Mississippi, and their long-term goal to develop leadership within the black community.

Mighty Times: The Children's March. Produced by Hudson & Houston. DVD. Teacher's Guide by Jeff Sapp. Teaching Tolerance: A Project of the Southern Poverty Law Center. 2005.

Academy Award-winning documentary film includes a 40-minute DVD, teacher's guide and accompanying resources tell the heroic story of the young people in Birmingham, Alabama, who brought segregation to its knees. My students really enjoyed this film. It is colorfully vivid and puts the students right in the civil rights era. This and other great resources are available for FREE at www.teachingtolerance.org

Selma, Lord Selma. Director Charles Burnett. Written by Rachel West Nelson, Frank Sikora, Sheyann Webb, Cynthia Whitcomb. Videocassette. 1999.

In 1965 Alabama, an 11 year old girl (Jurnee Smollett) is touched by a speech by Martin Luther King, Jr. (Clifton Powell) and becomes a devout follower. But her resolution is tested when she joins others in the famed march from Selma to Montgomery.

Sherkat, Darren E. and Blocker, T. Jean. "The Political Development of Sixties' Activists: Identifying the Influence of Class, Gender, and Socialization on Protest Participation." Social Forces 72 (1994). 821-842.

This article traces the development of student activists among members of the high school class of 1965. The authors explore how political and religious socialization and class origins affect the likelihood an individual will become an activist.

Student/Teacher Bibliography

Collier-Thomas, Bettye, and Franklin, V.P. My Soul is a Witness: A Chronology of the Civil Rights Era, 1954-1965. Henry Holt and Company, 1999.

This book is comprehensive description of what was happening during the movement throughout the country. Over 2500 entries detail the thousands of people, locations and events involving employment, voting rights, religion, entertainment, military and sports. *The New York Time, Jet* magazine and the *Southern School News* are the sources for this chronology.

Collins, James. "Taking the Lead: Dorothy Williams, NAACP Youth Councils, and civil rights protests in Pittsburgh, 1961-1964." *The Journal of African American History*. 88 (Spring 2003): 126-138.

I was lucky enough to stumble across this article through JSTOR at the Carnegie Library. This article really sparked my interest in the youth movement, specifically in Pittsburgh with names of stores, people and locations the students will be able to relate to. Mrs. Williams was a Pittsburgh Public School District teacher!

Kasher, Steven. *The Civil Rights Movement: A Photographic History, 1954-68*. Abbeville Press, 1996.

Photographs help words in text come alive. The photographs will inspire questions and evoke feelings even if the individual has not read the text. This will prove especially motivating to reluctant learners. Over 200 pages of black and white moving photos aid in the chronological discussion of the movement.

Student Bibliography

Bridges, Ruby. *Through My Eyes*. New York: Scholastic Press. 1999.

Ruby Bridges recounts the story of her involvement, as a six-year-old, in the integration of her school in New Orleans in 1960.

Global Youth Connect. 15 May 2007 <http://www.globalyouthconnect.org/>.

Haskins, James and Benson, Kathleen. *John Lewis in the Lead: A Story of the Civil Rights Movement*. Lee & Low Books, Inc. 2006.

This color illustrated children's book chronicals the life of John Lewis, Georgia Congressman. The book focuses on his youth, ending with the evens of 'Bloody Sunday.' The perspective of youth during the movement will guide this unit.

Hoose, Phillip. *We Were There, Too! Young People in U.S. History*. New York: Melanie Kroupa Books, Farrar Straus Giroux. 2001.

Biographies of dozens of young people who made a mark in American history, including explorers, planters, spies, cowpunchers, sweatshop workers, and civil rights workers. Part nine of this nine part book will lend itself best to this curriculum unit.

Johnson, Angela. A Sweet Smell of Roses. Simon and Shuster Books for Young Readers, 2005.

This children's book tells of two girls who sneak out to join a freedom march led by Dr. King. This short book may be used to engage students (even though the intended audience of this unit is high school students) towards the beginning of the unit.

Mix It Up. 15 May 2007 www.mixitup.org.

Tillage, Leon Walter. Leon's Story. Douglas and McIntyre Ltd., 1997.

This 100 page children's book is an autobiography of a young boy living in the Jim Crow town of Ralaigh, North Carolina. His father was a sharecropper in the 1930s. This book will be a quick read for high school students. It describes the conditions of the south for African Americans sets the tone for the events leading to the Civil Rights Movement.

Appendix A

Excellence for All Agenda Items Addressed in this Unit- A Four Year Comprehensive Framework for Improvement – presented by Mark Roosevelt - Superintendent of Schools on May 12, 2006.

What Are The Common Attributes Of These High-Performing Districts?

Partnerships with higher education institutions,
organizations, businesses, and community members

PPS is Facing a Serious Challenge in Terms of Both Resources and Student Outcomes

Average outcomes for white students should be better, and
average outcomes for African American students need to be
dramatically accelerated

- Almost half (46%) of schools did not meet Adequate Yearly Progress (AYP) in 2005
- Almost half (46%) of schools received a low performance rating of 1 or 2 on the 5-point RAND scale**
- Too many students are poorly prepared for post-secondary education and employment

Foundations For Success

Build partnerships with families and the broader Pittsburgh
community to advance the academic achievement and
character development of *all* students

Higher Expectations for All Students

The achievement of African-American students in the
Pittsburgh Public Schools will increase at a rate that is
five percentage points greater than the gains of their
peers

Appendix B

Pittsburgh Public School District – Division of Instructional Support – Citizenship Standards for Grade 12

1. All students demonstrate an understanding of major events, cultures, groups, and individuals in the historical development of Pennsylvania, the United States and other nations.
4. All students examine and evaluate problems facing citizens in their communities, state, nation, and the world by incorporation concepts and methods of inquiry of the various social sciences.
7. All students demonstrate their skill of communicating, negotiating, and cooperating with others.
8. All students demonstrate the ability to work effectively with others.
9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing citizens in the United States and other nations.

Appendix C

Pittsburgh Public School District – Division of Instructional Support - Communication Standards for Grade 10

EXIT CONTENT STANDARD #1: All students use effective research and information management skills including locating primary and secondary sources of information with traditional and emerging library technologies.

EXIT CONTENT STANDARD #3: All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

EXIT CONTENT STANDARD #4: All students write for a variety of purposes including to narrate, inform, and persuade in all subject areas.

EXIT CONTENT STANDARD #5: All students analyze and make critical judgments about all forms of communications, separating fact from opinion, recognizing propaganda, stereotypes and statements bias, recognizing inconsistencies and judging the validity of evidence.

EXIT CONTENT STANDARD #6:
All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.

EXIT CONTENT STANDARD #8: All students compose and make oral presentations for each academic area of study that are designed to persuade, inform, or describe.