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ABSTRACT

This publication includes sample units designed for use in the senior high school elective course, minorities in America. Written during the summer of 1969, it is designed to suggest possible organizations, materials, and activities that will assist the classroom teacher in handling a diversified, complex course. The units are pilots or models, descriptive rather than prescriptive, and are designed to encourage the teacher to develop his own course with other units and materials. Statements of content are presented under each unit, followed by case studies, student activities, and assignments related to various curriculum project materials. The six units are: The Multi-Ethnic Society; Minority Experience in America; Violence in America; Protest; Life in the Ghetto; and, The Family.
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Oakland Public Schools
Oakland, California

MINORITIES IN AMERICA: PILOT UNITS FOR A SEMI- HIGH SCHOOL
ELECTIVE COURSE

Approved:
Superintendent's Cabinet
August 4, 1969

FOREWORD

During the spring and summer of 1969, groups of teachers worked on developing 15 social sciences courses of study. The documents prepared by the teachers are not intended to be final drafts but represent the first stage in a continuing curriculum development program. Teachers and students will be involved in the revision of the courses of study during the school year.

We have tried to make each course of study as useful as possible. Readings, transparencies, tapes, suggested guest speakers, field trips, and other types of materials have been suggested. For most courses a group of student readings and activities have been provided. The readings will be supplied to teachers in either class sets or in single copies which can be duplicated for student use. If you have any questions concerning any of the materials, call Ken Matheson, Administration Building, extension 875, 884, or 885.

We have experimented with different forms for the courses of study. In order for the courses to be changed in a meaningful manner, each teacher should react critically to the course, and be involved with the inservice and other activities planned for the social sciences courses. Inservice programs are being planned for each course. The inservice programs will be used to evaluate the course, introduce new materials, prepare for revision, and to discuss techniques and activities for the course. Watch for information on inservice early in the fall.

The teachers who helped prepare this course of study are:

Marshall Edelman, Fremont High School
Carlton Garske, Oakland High School

Others who gave valuable assistance:

George Crapo, Castlemont High School
John Hayward, McClymonds High School
Mrs. Ida LeBlanc, Oakland Technical High School

A PROGRAM FOR CHANGE

The following considerations have been used as guides in changing the social sciences curriculum in Oakland:

- The social sciences curriculum must be a carefully-designed program which sequentially develops concepts, the process of inquiry, and other social sciences skills.
- The knowledge explosion makes it impossible and undesirable to make the coverage of knowledge the main objective of any subject.
- While man's knowledge is changing and increasing rapidly, the way man obtains knowledge remains the same. The social sciences must therefore emphasize the process of gaining new knowledge. Each discipline should concern itself with both an appropriate body of knowledge and the procedural tools for acquiring that knowledge.
- The social sciences curriculum must develop an understanding of, and an ability to use, the major concepts of all the social sciences disciplines.
- The social sciences courses should be designed to help develop independent thinkers and responsible citizens. The student should believe that a citizen should participate in the political process. He should be willing to listen to all sides of an argument in order to make decisions according to a scientific-proof process rather than by depending on emotion or authority for his ideas. He should want to continue to learn once he has left the classroom.
- Controversial issues, a variety of points of view, and other relevant content must be part of the social sciences curriculum. The content must be developed through inquiry and critical thinking skills rather than a means to propagandize a point of view.

A Program for Change (Continued)

- Students must be actively involved in the learning-teaching process. Techniques must be developed and used to provide opportunities for students to participate in the teaching-learning process.
- Curriculum development must be a continual process. As our knowledge increases, and concepts change, and settings become irrelevant, the curriculum must change.
- Teachers, students, and members of the community must be involved with curriculum change.

There are over 50 projects which are producing materials and techniques for the social sciences. Oakland has been and still is involved with evaluation and use of materials in such projects as:

- The Amherst Project - Committees on the Study of History
- Anthropology Curriculum Project
- Economics 12
- Civics Education Project
- Asian Project

The social sciences department has also used material developed by Dr. Edwin Fenton in the Holt Social Studies Curriculum and the Harvard Project Series.

The department is committed to experiment with new materials and teaching techniques. We must evaluate the new material and fit what works for Oakland into our curriculum.

HOW ARE THE NEW SOCIAL STUDIES DIFFERENT?

Generally speaking, the emphasis in the traditional social studies curriculum has been on the subject matter. An assumption on the part of many teachers was that students would or should, on their own, see significance, draw conclusions, and develop their values from the acquired knowledge. Today, social studies teachers realize the importance of instruction in critical thinking, inductive and deductive logic, analysis and formulation of values, and skill development.

Like the "new math" and the "new science," the "new social studies" are concerned with providing experience through which more students develop for themselves knowledge, analytical abilities, and values that are relevant to our times. Inservice training for teachers, summer institutes, use of innovations in educational technology, changes in society, and an increased awareness of the importance of social studies in modern society have all served to stimulate changes that created what we call the "new social studies."

Changes in the teaching of social studies include the use of more and different subject matter, especially from the behavioral sciences. Hopefully, this adds a meaningful dimension to the information that a student learns from history and geography. Another important change is the emphasis on a Socratic method of teaching which requires the student to investigate and think for himself in order to discover important patterns in human behavior and structure in social institutions. The best social studies teachers manage to infuse students not only with the knowledge, but the spirit of our heritage and ideals. This has been the particular goal of a new trend toward humanities courses in the social studies. Many changes are the product of research funded by the federal government, private foundations, and local school systems; and it should be noted that this great increase in the amount of research is in itself an important change. Other changes which may be part of the new social studies include the wide use of films, slides, and overhead projections which are available with an amazing array of new machinery, as well as records and tape recordings. There is an increasing use of videotapes and computers. Teaching about, and being relevant to, the knowledge explosion and technological revolution is also part of what makes the "new social studies" new.

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INTRODUCTION

This publication includes sample units designed for use in the senior high school elective course, minorities in America. Written during the summer of 1969, it is designed to suggest possible organizations, materials, and activities that will assist the classroom teacher in handling a diversified, complex course. The units are pilots, models, descriptive rather than prescriptive, and are designed to encourage the teacher to develop his own course with other units and materials. Many units are open, overlapping, and often incomplete, but may serve the teacher as skeletal frameworks from which he can build.

A packet of teacher materials is available which will acquaint the teacher with the books, typescripts, supplementary readings, and audio-visual materials referred to in the units. The student readings are listed in the Bibliography in more complete form. The typescripts referred to are available from the district. All audio-visual materials listed are currently available through the Audio-Visual Department. Additional sources of materials, especially extensive bibliographies designed for student readings, are included in the packet.

Teachers are encouraged to involve students in the design and construction of their courses. The unique talents of both teacher and students, and the particular chemistry of each class, are the most important resources of this course, and it is from their interaction that a newer, better course will evolve.

TABLE OF CONTENTS

	<u>Page</u>
UNIT: THE MULTI-ETHNIC SOCIETY.	1
I. Races, Race Concepts, and Common Fallacies	1
II. Boundary Lines, Prejudice, and Stereotypes.	2
III. The "Melting-Pot" vs. Cultural Pluralism.	4
UNIT: MINORITY EXPERIENCE IN AMERICA.	6
I. The American Promise and Contradictions in American Ideals.	6
II. The Disinherited.	7
III. The Immigrant Experience.	8
UNIT: VIOLENCE IN AMERICA	9
I. Racial and Minority Riots	9
UNIT: PROTEST	10
I. Leadership, Organizations, Philosophies	10
UNIT: LIFE IN THE GHETTO.	11
I. Poverty	11
II. Jobs.	12
III. Street Life	13
IV. Schools and Education	14
V. Captive Markets	15
VI. Urban Renewal	16
VII. Crime	
Police and Community Relations.	17
UNIT: THE FAMILY.	18
I. Self-Concepts	18
II. Sex Roles	18
III. Caste and Class	18
IV. Peer Groups	18
V. Youth Looks at Our World.	18

TABLE OF CONTENTS (Continued)

	<u>Page</u>
MATERIALS LISTED BY MINORITY	20
I. The Disinherited: Indians	20
II. Religious Minorities	21
III. Japanese-Americans	22
IV. Chinese-Americans	22
V. Mexican-Americans	23
VI. Immigrant Minorities	24
 BLACK HISTORY/MINORITIES READING LIST	 25

UNIT: THE MULTI-ETHNIC SOCIETY
I. Race, Race Concepts, and Common Fallacies

CONTENT

Students examine their own beliefs to demonstrate the presence of fallacies.

Identification of common fallacies about race, groups; e.g., "racial purity," "blood," religious, cultural traits, etc.

CASE STUDIES

Show film: Common Fallacies about Group Differences

Filmstrip: Exploring the Myths about Prejudice

What are the facts about race?

Show films: What Color Are You?
Color of Man

Reading: Races of Mankind

ASSIGNMENTS, ACTIVITIES

Individual students prepare list of racial characteristics. List goes on board. Discussion of validity. (All students list 10 each.)

Students now eliminate from board those criteria which are fallacies, cultural traits, etc., and attempt to label types of fallacies on board. Then attempt to do the same with their own lists, which are then turned in as assignment.

Sensory Awareness Activity: Blindfolded students feel faces of selected students of various ethnic, racial backgrounds, and attempt to type by group.

Students prepare illustrated (with pictures or drawings) list of the races of man, with criteria for selection.

Preparation by class of collage:
"The Races of Man" for bulletin-board display

Readings: Negro Views (AEP) pp.47-52
SHS 12: General Conclusions on Race, p.17ff

UNIT: THE MULTI-ETHNIC SOCIETY

II. Boundary Lines, Prejudice, and Stereotypes

CONTENT

How does our society draw boundary lines?

How do other nations draw boundary lines?

Contrast concepts of race, "colored," "Negro," etc.

What is a "stereotype?" What examples of stereotypes are commonly perpetuated in school, mass media? What are "snarl words" and "purr words?"

What about prejudice? What is it? How is it learned? How is it taught?

CASE STUDIES

America

Brazil
South Africa

Mass media

Films: What about Prejudice?
Everybody's Prejudiced
Willie Catches On
A Morning for Jimmy
No Man is an Island
All the Way Home

ASSIGNMENTS, ACTIVITIES

Show film: Boundary Lines

Show film: The Vanishing Negro

Show film: Black and White in South Africa

Students do three-column comparison chart of three nations.

Students discuss boundary lines at own school.

Show film: High Wall

Develop lexicon of "snarl words," phrases, signs of more subtle nature.

Students cut out examples of stereotypes from newspaper ads, magazines, etc.; e.g., Frito Bandito.

UNIT: THE MULTI-ETHNIC SOCIETY
II. Boundary Lines, Prejudice, and Stereotypes (continued)

CONTENT

CASE STUDIES

Filmstrip: Exploding the Myths of Prejudice

ACTIVITIES: Role-playing: job interview debate: militant vs. "Uncle Tom"

Poems: "Can a Nigger love a Honky?"

Scrapbook: gather articles, pictures from mass media

Cartoons - gathered, or drawn by students on this theme

Posters - prepared for class, or school bulletin boards

Surveys - students prepare questionnaire for school, gather and interpret data

Records - ethnic humorists: Gregory, Wilson, Sherman

Music - folk songs of all minorities

ASSIGNMENTS, ACTIVITIES

Races of Mankind

General Conclusion about Race, SHS 12, p.17

Group Identity
Types of Discrimination, SHS 12, pp.1-6, 7-10

Society and Prejudice, Amherst Minorities and Prejudice, pp.103-105

Roots of Prejudice, SHS 138 (American-American), pp.25-31

Stereotypes to be Shattered, Ibid. pp.57-67

Tests of Toleration, Religious Freedom (AEP), pp.4-5

Sensory Awareness (See Race, Race Concepts, etc.)

Lecture: The Authoritarian Personality

Attitudinal Questionnaire: given at beginning and end of unit or semester.
One source: "Black and White in America," Time-Life, Brink and Harris, 1963

UNIT: THE MULTI-ETHNIC SOCIETY
III. The "Melting-Pot" vs. Cultural Pluralism

CONTENT

Should America be a melting pot aiming to cast all citizens in a common cultural mold, or should it be a pluralistic society that encourages minority groups to honor their unique ways?

What is an American? Are some more "American" than others?

Should America still be a refuge for the oppressed? Do we still see ourselves as a "Nation of Immigrants"?

Does America offer minorities the chance to participate fully in American life, or does it compel them to forsake cherished ways?

Concepts: melting pot
cultural pluralism
culture, cultural conflict
assimilation

CASE STUDIES

Colonial America

Film: Strangers in a Strange Land
Ishi in Two Worlds

Immigration Policy

Mexican-Americans

Chinese-Americans

Japanese-Americans

Indians

Immigrant Minorities

4

ASSIGNMENTS, ACTIVITIES

Students read: Crevecoeur: "What is an American?"

Discussion: What is an American? Are some more "American" than others? Should America be a melting pot?

Students read: Lazarus poem on Statue of Liberty
Discussion (see content)

SHS 13S (Mexican-American):
Anglo-Urban and Spanish-Folk, p.49ff
Mexican-American Way of Life

SHS 12 Minorities and Immigration,
Chinese Social Structure, p.32ff

SHS 12 Minorities and Immigration,
Assimilation or Pluralism? Japanese Cultural Traits, p.25ff

SHS 12 Minorities and Immigration, p.87ff
Amherst: Minorities and Prejudice, p.52ff

AEP, The Immigrants' Experience, John Nichols, p.43ff. The Passing of the West End, p.20ff

UNIT: THE MULTI-ETHNIC SOCIETY
III. The "Melting-Pot" vs. Cultural Pluralism (continued)

CONTENT

What are the facts about:
Immigration policy
Order of Star-Spangled Banner
Dinnis Kearney's Workingman's Party
Chinese Exclusion Act of 1882
Gentleman's Agreement
1921, 1924 Immigration Laws
1965 Immigration Law

CASE STUDIES

Films: The Inheritance

Films: The Challenge (Japanese-American)
Constitution and Military Power (Japanese-American)
Faces of Chinatown
American Indians of Today
Equality under the Law
Heritage in Black
8mm film - Immigrants at Ellis Island

Filmstrip: Separate and Unequal

Film: Immigration

California: Chinese

Puerto Ricans in New York

Film: A Nation of Immigrants...
B'nai B'rith, San Francisco office

ASSIGNMENTS, ACTIVITIES

LEP, The Immigrants' Experience
The Golden Door, p.4
The True American, p.61

SHS 12 Minorities and Immigration, Group Identity, Why are Minorities a Problem?, pp.14-24

LEP, The Immigrants' Experience
Immigration Law to 1924
" " , 1924-1965

SHS 12, Early Treatment of Chinese
Anti-Chinese Legislation

Amherst: Minorities and Prejudice

The Golden Door:
Immigration Laws and Policies
"Open Door" vs. restriction

UNIT: MINORITY EXPERIENCE IN AMERICA

I. The American Promise and Contradictions in American Ideals

CONTENT

To examine basic expressions of American ideals and to contrast those expressions with other lesser known, but equally valid expressions of the American experience:

Examples: Contrast Declaration of Independence with Douglass', 4th of July.

Contrast Forten and Frank.

Compare Truth and Vanzetti for language effectiveness.

Compare Walker and Joseph.

Contrast Lazarus poem with 1924 Immigration Law.

CASE STUDIES

Preamble to Declaration of Independence
Preamble to Constitution, 14th Amendment

Frederick Douglass', "What is Your 4th of July to me?"

Sojourner Truth's, "Ain't I a Woman?"

Learned Hand's, "I am an American"

Chief Joseph's appeal to government

Charlotte Forten's, "A Better, Brighter Day"

David Walker's, "Appeal"

Martin Luther King's, "I Have a Dream"

Vanzetti's address to the court

John F. Kennedy's call for equal rights

Lyndon B. Johnson's, "We Shall Overcome"

Emma Lazarus' poem at base of Statue of Liberty

ASSIGNMENTS, ACTIVITIES

Students read preamble, pick out five to seven phrases for analysis, "All men are created equal," "Certain inalienable rights," etc.

Black Voices (SHS 1B)

Katz, pp.186-187

Amherst: Minorities and Prejudice, pp.104-105

Katz, p.137

Katz, p.171

Katz, p.503

Katz, p.513

AEP, The Immigrants' Experience (part)

UNIT: MINORITY EXPERIENCE IN AMERICA
 II. The Disinherited

<u>CONTENT</u>	<u>CASE STUDIES</u>	<u>ASSIGNMENTS, ACTIVITIES</u>
Comparison of classic removal, relocation and/or internment episodes in American history of several minority groups	Chocktaw removal, 1831 Cherokee relocation, 1838	SHS 12, pp.75-80 SHS 12, pp.72-74, 82-86
Examination of government policy, individual and government hypocrisy, duplicity, and inhumanity	Japanese-American "re-location," 1942	Amherst: Citizens Behind Barbed Wire Amherst: Minorities and Prejudice, pp.83-88
Examination of motives, effects of mass emotion, mass media		Films: The Challenge The Constitution and Military Power 8mm Japanese relocation
Response, leadership, division within the group	The Passing of the West End	AEP, The Immigrants' Experience, p.20ff
Criticisms expressed, contradictions of American ideals	Negro "Exodus," 1879	Katz, pp.315, 331-332
Courage, misery, and humanity in eyewitness accounts	Nez Perce, 1877 Navaho Seminoles, 1836	Amherst: Minorities and Prejudice, p.50 Amherst: Minorities and Prejudice, pp.52-54 SHS 12, p.81
		Students write simulated eyewitness accounts of one or more episodes: newspaper stories, " editorials

See Life Magazine, April 6, 1942 on Japanese Relocation.



UNIT: MINORITY EXPERIENCE IN AMERICA
 III. The Immigrant Experience

CONTENT

Examination of the shared experiences of minority groups in the immigration process.

1. The crossing

The Crossing
 The "Middle Passage" of the slave trade

AEP, The Immigrants' Experience, pp.6-9
 Katz, Chapters 1 and 2
 AEP, Black in America - Vassa account, pp.15-16, 32-33
 Film: 8mm, Ellis Island

2. Life of new immigrant

The Uprooted (general 1900)

Amherst: Minorities and Prejudice, pp.28-34

Case Study: San Francisco

Film: Strangers in a Strange Land

Case Study: Irish in Boston

1840's
 Case Study: Puerto Ricans in New York (1950's)

Amherst: Minorities and Prejudice, pp.38-42, 42-45

3. The job

The Job (Jewish peddler)
 Case Study: Working Girls
 Jacob Riis, 1890

AEP, The Immigrants' Experience, pp.15-19
 Amherst: Minorities and Prejudice, pp.34-35, 35-38

4. The tenement

Immigrant Businessman
 The Tenement (Jews in New York City)

AEP, The Immigrants' Experience, p.10ff

The Uprooted

AEP, The Immigrants' Experience, p.10ff

The Irish in Boston

AEP, The Immigrants' Experience, p.10ff

The Negroes in Big Cities

Koerner, U. S. Riot Commission Report, Chapters 6, 7, 8

Film: The Tenement--available through

The Case of Joseph Revesz
 Breakup of Slave Families

B'nai B'rith, San Francisco office

5. The family

a. The Breakup of Families
 b. Second Generation

AEP, The Immigrants' Experience, p.30ff
 Katz, p.111ff
 AEP, The Immigrants' Experience, p.43ff

ASSIGNMENTS, ACTIVITIES

CASE STUDIES

UNIT: VIOLENCE IN AMERICA
 I. Racial and Minority Riots

CONTENT

Examination of the causes behind racial or ethnic violence

Historical comparison of violence in America:
 What happened?
 Why did it happen?
 What can be done?

CASE STUDIES

Newark, Detroit or others, summer, 1967

Chicago, 1919

Los Angeles Pachuco-Military, 1943

Watts, 1965

Draft Riots, New York City, 1863

Little Rock, 1956

Alton, Illinois, 1837 (Lovejoy murder)

California, 1849, 1851 (hanging of Juanita)

1913, Hop Field Riot

1942, Sleepy Lagoon

Springfield, 1907

Indian "massacres"

Compare to
 Scottsboro case

Audio-Visual
 The New Wood

A Time for Burning--Brain BIRTH, San Francisco office

ASSIGNMENTS, ACTIVITIES

Keerner: U. S. Riot Commission Report Black and White: Horace Morris (Newark)

Cuban: Negro in America Katz, Eyewitness, p.411ff

SHS 13S (Mexican-American) pp.1-24

Why Watts?

Amherst: Minorities and Prejudice, pp.56-63

Black and White: Elizabeth Eckford

Amherst: Minorities and Prejudice, pp.92-95

SHS 13S (Mexican-American) pp.25-47

Katz, Eyewitness, p.365ff

Amherst: Minorities and Prejudice in America, pp.43-56

UNIT: PROTEST

I. Leadership, Organizations, Philosophies

CONTENT

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

Study of types of leaders within minority groups	Use Afro-American leadership as basic model.	In addition to normal materials, note the following:
Comparison and contrast of methods and philosophies from revolution to non-violence, direct action to accommodation	Mat Turner, Denmark Vesey, (Osceola, Chief Joseph), Frederick Douglass, David Walker, W.E.B. DuBois, Marcus Garvey, Malcolm X	Gentle Revolutionaries, SHS typescript Malcolm X Speaks, " " Mexican-American handbook, pp.69-71 Black and White (SHS), Percy Sutton
Contributions of individuals	Compare and contrast: Garvey Malcolm X Washington DuBois Martin Luther King, Jr.	Books--particularly Martin Luther King's, Why We Can't Wait and Delano, by John Gregory Dunne
Historical development of organizations and their goals, structure, and contributions	Compare and contrast: NAACP and Urban League (B'nai B'rith) Martin Luther King, Jr., and Cesar Chavez Black power advocates and brown power advocates Montgomery Boycott and Delano strike Development of Black Nationalism Garvey, Black Muslims, Black Panthers	Several films, particularly those listed below, plus "The Weapons of Gordon Parks"
Mass movements: psychology and history	Study Civil Rights Revolution (1954-1964) Compare ideas of leaders; e.g., Baldwin, King, and Malcolm X. Compare black attitudes: ghetto, middle-class, leadership. Compare labor organizations and civil rights organizations. Analysis of Quakers, Thoreau, Gandhi, Martin Luther King, Jr., Cesar Chavez	Film: The New Mood Film: American Promise, I and II Film: Walk in My Shoes Film: The Inheritance Letter from Birmingham Jail
Trace historical development of non-violence and/or related issues of civil disobedience, just and unjust laws, black/brown power advocates.		

UNIT: LIFE IN THE GHETTO
I. Poverty

CONTENT

To examine the multi-dimensional nature of poverty: physical, emotional, psychological

To examine several ethnic groups and the ghetto experience

To examine the poverty cycle-jobs, housing, education

To place the ghetto in historical perspective

To examine the positive as well as the negative aspects of ghetto life, and the universality as well as the uniqueness

To contrast the Negro experience with other immigrant groups

CASE STUDIES

The Negro Family
Newark, or Detroit

19th Century Immigrant
Group (e.g., Jews)

West Coast: Chinese-American
or Mexican-American

Indians

ASSIGNMENTS, ACTIVITIES

Moynihan, The Negro Family
Koerner, U. S. Riot Commission Report
AEP, The Immigrants' Experience
The Tenement, pp.10-15
AEP, Negro Views of America
Youngers Buy a House, pp.25-33
Readings in minorities
Chinatown, pp.48-49
Mexican-American Unit I
Mexicans are Dirty, p.64
Native Americans (Forbes) pp.8-12
Black and White
Story of Ernest Chambers
Amherst: Ghetto

Films: Flavio

Weapons of Gordon Parks
The Inheritance
Portrait of Inner City
Portrait of Disadvantaged Child

Photo scrapbook of aspects of poverty

Class writes poems on aspects of poverty.

Students present analyses, one statistical aspect in graph, chart, or table form.

UNIT: LIFE IN THE GHETTO
II. Jobs

CONTENT

To examine through statistics the current facts about unemployment, underemployment, etc.

To analyze factors that create the above

Teachers might develop vocational unit from this springboard.

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

Readings:

Case of John Nichols in The Immigrants' Experience

Black and White, Robert Johns

Mexican-American I, Mobbles in Wheatland

Moynihan, The Negro Family

Koerner, et al., U. S. Riot Commission Report

Negro Views: Black Boy

Films:

A Morning for Jimmy
Weapons of Gordon Parks
They Beat the Odds
Walk in My Shoes
The Inheritance

UNIT: LIFE IN THE GHETTO
III. Street Life

CONTENT

To explore the nature of street life--why it's here, how it operates, positive and negative aspects
Effects of ghetto on self-concepts, gang life, alienation from school

CASE STUDIES

Malcolm X
Claude Brown
Gordon Parks
Robert Lee Johns
Adam Henry
Johnnie Scott

ASSIGNMENTS, ACTIVITIES

Autobiography of Malcolm X
Manchild in the Promised Land
Weapons of Gordon Parks
Black and White - also in film,
Losing Just the Same
Negro Views of America
Films: Felicia
Walk in my Shoes
Weapons of Gordon Parks
Portrait: Disadvantaged Child

Students might bring records which depict street life: Cosby, Wilson, etc.

Poems, plays, and posters on street life

Students write descriptions in the vernacular similar to Adam Henry and Robert Johns.

UNIT: LIFE IN THE GHETTO
IV. Schools and Education

<u>CONTENT</u>	<u>CASE STUDIES</u>	<u>ASSIGNMENTS, ACTIVITIES</u>
To explore the inner-city school	Oakland	Visit Board of Education
To examine the educational problems and programs	Student's school	<u>Films:</u> No Easy Answers Portrait: Inner-City school Portrait: Disadvantaged Child
To analyze the successes and failures of urban schools		<u>Readings:</u>
To examine desegregation problems	Plessey vs. Ferguson Brown vs. Board of Education 1954 to present	Elizabeth Eckford (Little Rock) in Black and White Mexican-American Handbook, pp.77-81 Negro Views: Johnnie Scott Up the Down Staircase To Sir with Love The Way it Spose to Be
		Student-oriented discussions on inner-city schools
		Play acted by students under title, "School is a Bore"
		Role-playing exchange between teacher and student
		Songs of protest written by students

UNIT: LIFE IN THE GHETTO
V. Captive Markets

CONTENT

To examine the economic and exploitive aspects of the ghetto

Research project: comparison shopping

Articles: slum lords, rent strikes, urban renewal, insurance, bank loans, captive markets, etc.

CASE STUDIES

Moynihan, The Negro Family

Koerner, U. S. Riot Commission Report

Negro Views, p.52, Meeting the Market

Look magazine, January 1, 1969

Students price foods, etc., in two different neighborhoods.

Selection from Manchild

Youngers Buy a House in Negro Views (from Raisin in the Sun)

ASSIGNMENTS, ACTIVITIES

UNIT: LIFE IN THE GHETTO
VI. Urban Renewal

CONTENT

Problems of slums--the need for urban renewal

Problems of urban renewal-- planning, opposition, rents

A look at the future

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

The Immigrants' Experience,
The Passing of the West End

Negro Views,
Adam Henry

Minorities and Immigration,
Jewish Community

Black and White,
Ernest Chambers

Mexican-American Handbook,
Mexican Way of Life

Film: regalopolis

Students do drawings, cut out, take photos of slum conditions, visit renewal projects (Acorn, etc.).
Department of City Planning,
architecture of college, etc.

UNIT: LIFE IN THE GHETTO
VII. Crime
Police and Community Relations

CONTENT

To present the statistics on crime,
by crime, by ethnic group

Examination of cause of crime

Examination of attitudes toward law
enforcement officers

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

Koerner, et al., U.S. Riot Commission Report
Moynihan, The Negro Family

Visits to Oakland municipal court,
Police Department

Visits to classroom by law officers

Discussions: student court, school
rules, etc.

Numerous recent articles on police-
community relations, etc.

Teacher might develop a unit on Bill of
Rights, due process, etc.

- UNIT: THE FAMILY
- I. Self-Concepts
 - II. Sex Roles
 - III. Caste and Class
 - IV. Peer Groups
 - V. Youth Looks at Our World

CONTENT

Exploration of the psychological aspects of self-image
 Negative self-images

CASE STUDIES

Robert Lee Johns
 Adam Henry
 Johnnie Scott
 Ernest Chambers

John Nichols

The Youngers (Raisin in the Sun)

Role differentiation:

The Negro family
 The problems
 The historical development
 The pathology

The Mexican-American
 Chinese social structure
 Indians
 The operation of caste and class

ASSIGNMENTS, ACTIVITIES

Black and White
 Negro Views
 Negro Views
 Black and White
 "Extreme Isolation," reprint
 "Who is an Indian?" in Native-Americans
 The Immigrants' Experience
 Invisible Man, prologue
 Readings on minorities:
 Indian Values
 Group Identity
 Film: That's Me
 Negro Views

Moynihan, The Negro Family

Mexican-American I, pp.49-53
 Minorities and Immigration, pp.32-37
 Minorities and Immigration, also
 Patterns of Culture, Benedict

UNIT: THE FAMILY

- I. Self-Concepts
- II. Sex Roles
- III. Caste and Class

CONTENT

Peer groups: identity rules conformity purpose

The gang

Youth Looks at Our World

- IV. Peer Groups
- V. Youth Looks at Our World (Continued)

CASE STUDIES

Films: Felicia That's Me Willie Catches On

Films: Felicia That's Me Portrait of Dis-advantaged Youth A Morning for Jimmy Willie Catches On (Flavio)

ASSIGNMENTS, ACTIVITIES

The Kid Who Had a Thing for Lincolns
West Side Story
Mexican-American I, Zoot Suit
Spanish-Speaking Groups

Elizabeth Eckford, Black and White
Robert Lee Johns, " " "
Dianne Lindewall, " " "
Richard Wright, from Black Boy in Negro Views (AEP)
Adam Henry, parallel to Robert Johns-- in Negro Views (AEP)
The Case of Johnnie Scott

Three excerpts from the AEP book of religious freedom are applicable: 1) the trouble at Lone Pine Camp bears an obvious relationship to both questions of prejudice/tolerance and to the creation of organizations like Black Muslims

2) the case of Sharon Garber, an Amish girl, and the question of parent determination (black is beautiful?) vs. laws in public welfare, bears relationship to black nationalism/black power advocates.

MATERIALS LISTED BY MINORITY

- I. The Disinherited: Indians
- II. Religious Minorities
- III. Japanese-Americans
- IV. Chinese-Americans
- V. Mexican-Americans
- VI. Immigrant Minorities

I. The Disinherited: Indians

Bounty hunting, 1758 massacre
Chief Joseph of the Nez Perce
Custer, Wounded Knee, "massacres"
The Navaho
an Indian Speaks Out

Amherst: Minorities and Prejudice in America,
pp.48-56

Treatment of the Eastern Tribes
Indian Removal

SHS 12 Readings on minorities and Immigration,
pp.72-86

Seminole Replies to Indian Removal Orders
1832 Government Proposal for Cherokee Removal
Two Accounts of Cherokee Removal

Facts about Indians
Values and Attitudes
Background
Assimilation
How many Indians are There?
Where are the Indians Concentrated?
What is a Reservation?
Are Indians Citizens?
What is the Bureau of Indian Affairs?

Ibid., pp.87-95

Basic Concepts for Understanding Native History and Culture--Who is an Indian? (IHH)
The Native Awakening (IYY)
Cultural Deprivation as An Educational Ideology (INN) Available from the office of Human Relations (Readings)

Audio-Visual:

Films: Ishi in Two Worlds
Strangers in a Strange Land

(Other films seem to be oriented toward Grade 5-8.)
Indians of the Plains
Indian Influences
Navaho Children

MATERIALS LISTED BY MINORITY

I. The Disinherited: Indians (continued)

Resources: Indian Organizations in Bay Area
Newsweek's Sources of Information About the American Indian
Handbook on Native Americans of Far West, Jack Forbes, Far Westlab

II. Religious minorities

Tolerance-Analogy Case: Trouble at Lone Pine Camp Religious Freedom AEP Unitbook (entire)
The Bible Commonwealth (Puritans)
Building the "Wall" (First Amendment and other protections)
The Mish: The Case of Sharon Garber
Jehovah's Witnesses: The Case of Jesse Cantwell
Atheists: The Case of William Murray
The Quakers in Puritan New England Amherst: minorities and Prejudice in America,
The Mormons and the 19th Century Westward pp.7-27, 95-98, 102
movement
The Catholics: 1834 and 1924
The Jews in 20th Century America
The Atheist
The First Amendment
Adjustment for Survival (Jews in Concentration Camps) SHS 8B
The Jews and Immigration SHS 12 Readings on Minorities and Immigration, pp.102-106
Audio-Visual: Anne Hutchinson AEP, The Immigrants' Experience
(The Tenement Jews in City)
(The Job Circa 1900)

MATERIALS LISTED BY MINORITY
III. Japanese-Americans

Japanese Relocation
Amherst: Minorities and Prejudice in America, pp.83-88

Japanese Cultural Traits
Assimilation or Pluralism
SHS 12 Readings on Minorities and Immigration, pp.25-31

Citizens Behind Barbed Wire (Japanese Relocation)
Amherst

Audio-Visual:
Films: Constitution and Military Power
Japanese Family
Strangers in a Strange Land
Japan
The Challenge

IV. Chinese-Americans

Chinese Social Structure
Chinese People in America
Chinese Food
Chinese Scenes
Early Treatment
Anti-Chinese Legislation
Contributions
Fact Sheet
SHS 12 Readings on Minorities and Immigration, pp.32-71

The Chinese-Americans
Amherst: Minorities and Prejudice, pp.88-91

Immigration Policy to 1924
AEP, The Immigrants' Experience, pp.27-29

Audio-Visual:
Films: Strangers in a Strange Land
Canton West
Faces of Chinatown

MATERIALS LISTED BY MINORITY

V. Mexican-Americans

SHS 13S Mexican American-History Culture

- 1943 Los Angeles Pachuco-Military Riots, pp.1-24
Prejudice and Its Cause: The Roots of Prejudice, pp.25-47
1849, Trial and Punishment
1851, The Lynching of Juanita
1913, Moblilies in Wheatland
1928, Confederacion de Uniones Obreras Mexicanas
1942, The Case of Sleepy Lagoon
Cultural Diversity, pp.48-56
Comparison Charts, Anglo-Urban and Spanish Folk (cultural traits)
Cultural Regeneration, pp.57-67
Stereotypes
Viva la Causa (Delano), pp.68-82

Mexican Immigration and Culture

SHS 12 Readings on Minorities and Immigration, pp.22-24

Brown Power: The Gentle Revolutionaries, from Human Relations office

Delano: Time Magazine Article, July 6, 1969, from Mr. Ken Matheson's office, extension 875, 884, 885

Forbes, Jack. Mexican-Americans, A Handbook for Educators. Far Westlabs
Significance

Heritage (historical review)

Way of Life

Audio-Visual: None

Harvest of Shame

Resources: Chicano! Bibliographic materials

MATERIALS LISTED BY MINORITY

VI. Immigrant Minorities

The Uprooted (general life of immigrant circa 1900), pp.28-34, Amherst: Minorities and Prejudice in America
 Working Girls (Jacob Riis, 1890), pp.34-35, " " " " " "
 Immigrant Businessmen--Jewish Peddler's Diary, pp.35-38, " " " " " "
 The Irish in Boston (Patrick Kennedy) 1845, pp.38-42, " " " " " "
 The Puerto Ricans in New York, early 1950's, pp.42-45, " " " " " "
 The Golden Door--Lazarus poem and 1924 Immigration Law, pp.45-47, " " " " " "

The Golden Door, pp.4-5, AEP Harvard Series, The Immigrants' Experience
 Immigrant Hardships, pp.6-25

The Crossing

The Tenement (from Jews Without Money)

The Job (Jewish Peddler's Diary)

The Passing of the West End (urban renewal, Italian-American)

Immigration Restriction, pp.27-42

Immigration Policy to 1924

The Case of Joseph Revesz (families separated)

Three Views of Restriction: Race, Nationality and Worth

Overview: Immigration Policy, 1924-65

Child of the Immigrant, pp.43-59

The Case of John Nichols

Analogy: Norman Cutler

Immigrants' and Negroes' Experience Compared. Chapter 9 of Koerner, U. S. Riot Commission Report

Italian Immigration, pp.96-98, Readings on Minorities and Immigration, SHS 12

Southern Italian Culture, pp.98-99, " " " " " "

The Polish Immigrant, pp.100-101, " " " " " "

The Jews and Immigration, pp.102-107, " " " " " "

Audio-Visual: Strangers in a Strange Land

That's me

We Came to America (5th grade up)

A Nation of Immigrants, and The Tenement--available through . . . Drith, San Francisco office
 Immigration

BLACK HISTORY/MINORITIES READING LIST
(FULL OR PARTIAL CLASS SETS)

Basic Materials

- AEP (Harvard Series) Black In America.
AEP (Harvard Series) The Immigrants' Experience.
AEP (Harvard Series) Negro Views of America.
AEP (Harvard Series) Religious Freedom.
Cuban. The Negro in America.
Forbes, Jack. Afro-Americans in the Far West.
Forbes, Jack. Chicano! Mexican-American bibliographic materials.
Forbes, Jack. Mexican-Americans, A Handbook. Far Westlab.
Forbes, Jack. Native Americans of the Far West
Katz. Eyewitness: The Negro in American History.
Koerner, et al. U. S. Riot Commission Report.
Moynihan. The Negro Family.
Viewpoints USA. What Direction for the Negro in America?

SHS Typescript Readings available in most schools

- #1 Black Voices of America's Past
#3 The Supreme Court and Segregation: A Two-Act Play
#4 Variations in Patterns of Slavery
#5 Famous Negro Historians and Sociologists
#6 A Biography of Thurgood Marshall
#7 Contemporary Social Thought Among Selected Negro Leaders Concerning Civil Rights
#8 Adjustment for Survival--Concentration Camp Syndrome
#10 American History Units on Negro History and Minority Groups (Garske, Hollins, Sylvester) (Teacher's use)
#11 SHS (SSO) Readings on Reconstruction, 1968
#11 Readings from the Writings of Negro Intelligentsia, 1967
#12 Readings on Minorities and Immigration
#13 Mexican-American History-Culture, Unit I: Cultural Diversity
#14 Mexican-American Student Handbook: II, Part A: Culture-History to Conquest

BLACK HISTORY/MINORITIES READING LIST (Continued)

Additional Typescripts and Readings not available in most schools

Amherst: Minorities and Prejudice
(SHS) A Pilot Course in Negro Culture (Teachers)
Black and White: 6 Case Studies (to be stencilled, summer of 1969)
Delano Time Magazine article, July 6, 1969 to be printed
Citizens Behind Barbed Wire. Amherst. (to be printed, ordered, summer of 1969)

Audio-Visual

Cultural Diversity II
Cultural Diversity III
Africa and Afro-Americans
New films

Office of Human Relations: See Bibliography of Readings available
e.g., The Black Revolution (five pages from Malcolm X Speaks)
The East, Present, and the Future of the Mexican-American
Black History, Negro History, and White Folk
Gentle Revolutionaries: Brown Power

TEACHER COMMENTS

Strengths

Weaknesses

Suggested Additional Materials