

DOCUMENT RESUME

ED 083 105

SO 006 333

TITLE Racial Conflict in the United States: What Should Be Done? Grade Twelve. [Resource Unit V.] Project Social Studies.

INSTITUTION Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

BUREAU NO HS-045

PUB DATE 68

NOTE 68p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *American History; Civil Rights; Course Content; Curriculum Guides; Educational Objectives; Grade 12; Human Relations; Instructional Materials; *Intergroup Education; Intergroup Relations; Personal Values; *Race Relations; Racial Attitudes; Racial Discrimination; Resource Units; *Social Studies Units; Teaching Methods; *Values

IDENTIFIERS *Project Social Studies

ABSTRACT

This is the fifth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is racial conflict in the United States. The introduction explains how this unit coincides with other units of the K-12 series which have treated intergroup relations. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit deals with the value conflicts involved in current racial conflict in the United States. Theories about causes of prejudice and discrimination are examined as an aid in helping pupils decide what courses of action should be followed. The civil rights movement is analyzed in detail. A teacher's guide for this course is SO 006 331; other units are SO 006 332, and SO 006 334-338. (Author/KSM)

ED 083105

Grade: Twelve

Unit: Racial Conflict in the
United States: What Should
Be Done?

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RESOURCE UNIT

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INTRODUCTION

This unit is suggestive and must be adapted and modified each year. It has been written this way, since it is believed that the teacher and class must use current materials, data, and information.

The unit is only one of a number of units which treats intergroup relations. In the primary grades is an effort to teach children to accept diversity and recognize the psychic unity of mankind through the study of families and communities around the world. In grade six there is a heavy emphasis upon world history in the context of American history. In grade seven, the course culminates in an analysis of intergroup relations. Grade eight uses case studies on the Little Rock crisis, and the passage of the Civil Rights Acts of 1960 and 1964 in the units on the executive and legislative processes. The legislative unit also suggests that pupils study more recent congressional legislation on civil liberties. Moreover, pupils study some of the civil liberties cases which deal with minority groups through the judicial process. In grade nine, students spend considerable time on a unit on Poverty and its causes. This unit has considerable material on poverty among minority groups. Because of the emphasis upon minority group relations in earlier grades, less attention is given to the topic in grade ten. Attention is paid to immigration in one unit and to Negro-white relations in the unit on the South. Grade eleven does not deal with minority group relations except as it is related to U. S. foreign relations.

The unit in grade twelve should build upon all that students have learned earlier. It is designed to (1) help students find out what has happened to minority groups since they last studied them (through the passage of legislation, the extent of discrimination, minority group actions), (2) develop an increased awareness of the growing crisis in racial relations in this country, (3) help pupils analyze causal factors more than was possible in the seventh grade, (4) help pupils look more carefully and analytically at social movements among minority groups, (5) have them analyze alternative courses of action which might be taken. The choice among activities must depend upon what students have studied earlier, either in this unit or in other courses developed by the Minnesota Project Social Studies Curriculum Center or in other courses.

Since this unit should be changed to fit new issues and crises and to take advantage of new materials in sociological studies, films, etc., the bibliography is only suggestive, and specific films have been recommended. Teachers should identify current films dealing with the unit topic and use them if they are appropriate. They should use local members of minority groups and others as resource people. They should use the most current books and statistics available.

INTRODUCTION

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of a number of units which treats intergroup relations. In the primary grades there are units which help children to accept diversity and recognize the psychic unity of mankind through the study of different communities around the world. In grade six there is a heavy emphasis upon Negro history and the development of American history. In grade seven, the course culminates in an analytical treatment of intergroup relations. Grade eight uses case studies on the Little Rock crisis, and on the passage of the Civil Rights Acts of 1960 and 1964 in the units on the executive and legislative processes. The course also suggests that pupils study more recent congressional legislation on civil rights, and study some of the civil liberties cases which deal with minority groups when they study government. In grade nine, students spend considerable time on a unit on Poverty in the United States. This unit has considerable material on poverty among minority groups. Because of the heavy emphasis upon intergroup relations in earlier grades, less attention is given to the topic in grade ten, although there is a unit on immigration in one unit and to Negro-white relations in the unit on the Civil War. Grade eleven has a unit on intergroup relations with minority group relations except as it is related to U. S. foreign relations.

Grade twelve should build upon all that students have learned earlier. It is designed largely to review and find out what has happened to minority groups since they last studied them (in terms of the extent of discrimination, minority group actions), (2) develop an increased awareness of intergroup relations in racial relations in this country, (3) help pupils analyze causal factors more deeply than in the seventh grade, (4) help pupils look more carefully and analytically at the varied activities of minority groups, (5) have them analyze alternative courses of action which might be taken. These activities must depend upon what students have studied earlier, either in the courses in this unit or in other courses. This unit is available from the Project Social Studies Curriculum Center or in other courses.

This unit should be changed to fit new issues and crises and to take advantage of new books, articles, films, etc., the bibliography is only suggestive, and specific films have not been listed. Teachers should identify current films dealing with the unit topic and use them where they are available. They should use local members of minority groups and others as resource persons. And they should use the most current books and statistics available.

Although the Center's staff does not believe in trying to have students reach consensus on an issue, this unit does provide a good opportunity for pupils to take action to help achieve their goals. They should learn to do so only after studying the probable consequences of different courses of action but they should be given an opportunity to find out that people of their age can make individual contributions toward helping reduce certain social problems. No student should be forced into any project; however, those who wish to take action should be encouraged to do so. Moreover, the whole may well become involved at the end of the unit in an attempt to increase communication with groups in the community in order to find out more about the thinking of such groups.

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OBJECTIVES

This unit should make progress toward helping students learn the following:

GENERALIZATIONS

1. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because of wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.
 - a. Frustration and/or self-hatred or self-doubts can lead to apathy.
 - b. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.
2. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits onto other people; many prejudiced people are authoritarian personalities.
3. Frustration may lead to aggression.
4. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.
5. People try to work out rational behavior which is inconsistent with their values. Racism is a rationalization which has served as a means of discrimination against other groups.
 - a. Racial beliefs involve stereotypes which affect behavior both at the conscious and unconscious level.
6. The nature of discrimination against a specific group is the result of social interactions over time.
7. Human beings are members of groups; they are far more alike physically than they are different.
 - a. Separation of human beings is done on a physical basis; it tends to emphasize the differences and to de-emphasize the similarities.
8. Much of man's behavior is a result of the process of socialization (the transfer of social values into the individuals).
 - a. Through the process of socialization, individuals become members of groups and have role expectations and to perform a variety of tasks.

OBJECTIVES

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5. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.
 - a. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.
6. The nature of discrimination and prejudice against a specific group is the result of particular interactions over time.
7. Human beings are members of the same species; they are far more alike physically than they are different.
 - a. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and de-emphasize the similarities among humans.
8. Much of man's behavior is acquired through a process of socialization (building group values into the individuals).
 - a. Through the process of socialization, individuals become members of a group by learning role expectations and to perform a wide variety of tasks.

- b. Through the process of socialization, each individual acquires a self.
 - 1) Some members of minority groups have exhibited hatred of their own group; they have learned (been socialized) to accept the majority group's perceptions of their own minority group.
 - c. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.
 - d. The exercise of freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.
9. Any decision is affected by the perceptions of the persons making the decision.
10. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other change as average living levels change.
11. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates (parties, interest groups, etc.) to increase their political power by joining it with others.
12. The development of group pride and identification with one's group, and the determined efforts to achieve freedom from discrimination.
- a. People do not work actively in social organizations unless they have group pride, of positive identification with the group.
13. Protest movements are most successful under conditions for change in a society. When achieved, the object of protest is considered a permanent form of protest is considered permanent.
14. The leadership of any group must maintain group cohesion and also develop strategies and provide intellectual leadership.
- a. The different tasks of leadership are assumed by one man or shared by a group of people.
15. The type of leader tends to vary with situations which require different types of leaders if they are to be effective.
16. Political revolutions are usually the result of multiple causes.

SKILLS

- 1. Attacks problems in a rational manner
 - a. Is alert to incongruities and is concerned about them.

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12. The development of group pride, positive identification with one's group, is essential to determined efforts to achieve an end to discrimination.
 - a. People do not work actively in voluntary organizations unless they have a sense of group pride, of positive identification with the group.
13. Protest movements are most successful when the pre-conditions for change in a society have been achieved, the object of protest is clear, and the form of protest is considered appropriate and legitimate.
14. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.
 - a. The different tasks of leadership may be assumed by one man or shared by a number of people.
15. The type of leader tends to differ in different situations which require different kinds of leaders if they are to be effective.
16. Political revolutions are usually the result of multiple causes.

SKILLS

1. Attacks problems in a rational manner.
 - a. Is alert to incongruities, recognizes problems, and is concerned about them.

- b. Identifies basic assumptions.
 - c. Identifies value-conflicts.
 - d. Identifies factual questions which need to be answered.
 - e. Considers the relevance of social science disciplines and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.
 - f. Having determined the causes of a social problem, considers alternative courses of action and hypothesizes about probable consequences of each course of action.
 - g. Deduces if-then statements from hypotheses.
 - 1) Uses deduced consequences of hypotheses to guide him in the collection of relevant data.
2. Locates information efficiently.
- a. Uses Reader's Guide to locate information.
3. Gathers information effectively.
- a. Interprets tables.
 - b. Uses content analysis techniques to gather information.
- c. Uses the reputational data.
4. Evaluates information and
- a. Checks on the complete vaw of generalization evidence.
 - 1) Examines sample used it is representative for which generalization made.
 - 2) Constantly looks for other than those mer information.
 - a) Rejects assumptic relationship in c for another facto affected both par
5. Organizes and analyzes inf conclusions.
- a. Applies previously-lear generalizations to new
 - b. Draws inferences from d
 - c. Tests hypotheses against
 - 1) Checks, refines, and working out new ones

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c. Uses the reputational method of gathering data.

4. Evaluates information and sources of information.

a. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

1) Examines sample used in study to see if it is representative of the population for which generalizations are being made.

2) Constantly looks for causative factors other than those mentioned in source of information.

a) Rejects assumption of cause-effect relationship in correlations; looks for another factor which may have affected both parts of the correlation.

5. Organizes and analyzes information and draws conclusions.

a. Applies previously-learned concepts and generalizations to new data.

b. Draws inferences from data.

c. Tests hypotheses against data.

1) Checks, refines, and eliminates hypotheses, working out new ones where necessary.

- d. Generalizes from data.
- e. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goals.

6. Works well with others.

- a. Is able to empathize with others, seeing things through their eyes.

ATTITUDES

1. Values the scientific method and rational thought as applied to social as well as to natural data.
2. Is committed to the free examination of social attitudes and data.
3. Respects evidence even when it contradicts prejudices and preconceptions.
4. Is sceptical of the finality of knowledge, and demands that popular notions be judged in accordance with standards of empirical validation.
5. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.

6. Is sceptical of theories of the social sciences.
7. Is sceptical of panaceas.
8. Feels a sense of responsibility informed about current problems.
9. Believes in the possibility of changing social conditions.
10. Has a sense of responsibility about problems confronting society.
11. Values human dignity.
12. Evaluates proposals and evaluates their effects upon individuals.
13. Treats people as individuals rather than as a particular group.
14. Desires to protect the rights of individuals.

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6. Is sceptical of theories of single causation in the social sciences.

7. Is sceptical of panaceas.

8. Feels a sense of responsibility for keeping informed about current problems.

9. Believes in the possibilities of improving social conditions.

10. Has a sense of responsibility for taking informed action about problems confronting the nation.

11. Values human dignity.

12. Evaluates proposals and events on the basis of their effects upon individuals as human beings.

13. Treats people as individuals, not as members of a particular group.

14. Desires to protect the rights of minorities.

OBJECTIVES

OUTLINE OF CONTENT

- I. Racial relations in this country have resulted in violence and threats of violence in recent years.
 - A. Riots and individual acts of violence have increased to threatening proportions.

- G. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because of wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.
- S. Is alert to incongruities, recognizes problems, and is concerned about them.
- A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.
- G. Frustration may lead to aggression.

OUTLINE OF CONTENT

- I. Racial relations in this country have resulted in mass violence and threats of violence in recent years.
 - A. Riots and individual acts of violence have reached threatening proportions.

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TEACHING PROCEDURES

MATERIA

Note: The suggested procedures for developing parts one and two of this unit must be general rather than specific, since the procedures to be used should depend upon: (a) current developments in minority group relationships, (b) the local situation, and (c) whether or not pupils have come through earlier courses, either those suggested by the Center or by others, which have dealt extensively with minority group relations and problems. However, the following general suggestions should help the teacher develop a teaching unit for each class.

1. To introduce this unit, it is important for the teacher to make use of the most current examples of disorders, civil rights movements, and demands. Local examples should be used when possible. An attempt should be made to illustrate the growing demand for rights and the willingness on the part of many minority group members to use violence if they cannot achieve their ends by any other means.

2. In addition to using such current examples to introduce the importance of minority group problems, the teacher should do the following:

TEACHING PROCEDURES

MATERIALS

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be used depend upon: (a) current developments in minority
problems, (b) the local situation, and (c) whether or not
through earlier courses, either those suggested by
textbooks, which have dealt extensively with minority
problems. However, the following general
procedures will help the teacher develop a teaching unit for each

unit, it is important for the teacher to make
current examples of disorders, civil rights move-
ments, etc. Local examples should be used when possible.
References should be made to illustrate the growing demand for
recognition on the part of many minority group
members if they cannot achieve their ends by

Using such current examples to introduce the im-
portant group problems, the teacher should do the

S. Interprets tables.

G. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because of wide-ranging effects

B. The assassination of Dr. Martin Luther King of 1968 brought the death of the chief leader of the violence movement among the Negroes.

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B. The assassination of Dr. Martin Luther King in the spring of 1968 brought the death of the chief leader of the non-violence movement among the Negroes.

- a. Have pupils study (through articles, books, or films) some of the riots which have taken place since they last studied minority group problems in this country. For example, in the next few years, they should study such riots as those at Watts in 1966, in Detroit in 1967, and in Chicago and Washington and Baltimore in 1968 (immediately after the assassination of Martin Luther King).

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- b. Show the class tables on the 1966 survey of Negro attitudes toward the possibility of achieving equal rights without violence, toward the effects of the riots, toward participation in riots and toward the probability of further riots.

Brink and Har
pp. 260-

Discuss: What does this data seem to indicate about the reactions of a majority of Negroes toward the need for violence? What change was there in their reactions toward the need for violence from 1963 to 1966? What does the data seem to indicate about the reactions of the majority of the Negroes toward the riots of 1966? toward personal participation in the riots? toward the probability of more riots in the future? Do there seem to be any differences in responses by region? by class?

- c. Have pupils spend some time studying reaction in both the Negro and the white community as a result of the assassination of a number of civil rights workers, and Dr. Martin Luther King. Students might read accounts of the lives of these people before analyzing reactions of both blacks and whites to their assassination.

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diately after the assassination of Martin Luther

For a disturbing article on threats
of violence, see Sackett,
"Plotting a War on 'Whitey,'"
Life, June 10, 1966, pp. 150 ff.

For riots, see such books as Cohen
and Murphy, Burn, Baby, Burn!
(on Watts)

The Report of the National Advisory
Commission on Civil Disorder
(on 1967 riots), and

Friedman, ed., The Civil Rights
Movement, pp. 214-221 (on Watts).

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Brink and Harris, Black and White,
pp. 260-261, 264-267.

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of that discrimination upon society as a whole and on individual members of the society.

- G. Frustration may lead to aggression.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

- S. Identifies value-conflicts.
- S. Identifies basic assumptions.
- S. Identifies factual questions which need to be answered.

- S. Applies previously-learned concepts and generalizations to new data.

1. His death led to both riots and furtherment with peaceful means of achieving of some Negroes and a renewed determination on the part of other Negroes.

2. His death shocked the white community; this shock will have lasting effects to achieve real equality for Negroes seen.

C. Violence and riots may have differing effects on the majority of the population.

1. Some see it as an indication that the grant rights to minority groups has gone that they must be controlled by more

2. Some see it as an indication that more greater equality have been far too slow little and that riots and violence will unless the country moves rapidly and to achieve in practice its professed

3. Many cannot understand why the riots have increased since the passage of legislation to do away with political and action.

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1. His death led to both riots and further disallusionment with peaceful means of achieving rights on the part of some Negroes and a renewed determination to follow his lead on the part of other Negroes.
2. His death shocked the white community; whether or not this shock will have lasting effects upon efforts to achieve real equality for Negroes remains to be seen.

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C. Violence and riots may have differing effects upon the majority of the population.

1. Some see it as an indication that the movement to grant rights to minority groups has gone too far and that they must be controlled by more force.
2. Some see it as an indication that moves to grant greater equality have been far too slow and too little and that riots and violence will increase unless the country moves rapidly and dramatically to achieve in practice its professed ideals.

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3. Many cannot understand why the riots and other violence have increased since the passage of civil rights legislation to do away with political and legal discrimination.

- d. The class should identify the value conflicts involved in:
(a) the control of rioting, and (b) the proposal for bringing greater equality to minority group members. They should also identify the basic assumptions and different positions on such proposals.
- e. The class should draw upon what they have learned about past revolutions to try to decide why riots and other violence increased after the passage of civil rights legislation in the 1960's. They should analyze different theories about factors causing revolutionary activity as opposed to social reform

Frustration may result in aggression.

- G. Political revolutions are usually the result of multiple causes.
 - G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.
 - G. Any decision is affected by the perceptions of the persons making the decision.
 - G. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.
 - G. People do not work actively in voluntary organizations unless they have a sense of group pride, of positive identification with the group.
 - G. The development of group pride, positive identification with one's group, is essential to determined efforts to achieve an end to discrimination.
- a. These people ignore findings from nations; those who revolt tend to be the big gap between their condition and come to think possible. It is not deprivation but rather perceived deprivation which leads to revolt.
 - 1) The Negro community expected much legislation, but their expectations were not reached in the majority of cases.
 - 2) Their leaders and many white people encourage Negroes to believe that they need to work hard so that they can obtain what they want.

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a. These people ignore findings from many past revolutions; those who revolt tend to be those who see a big gap between their condition and what they have come to think possible. It is not deprivation as such but rather perceived deprivation which causes people to revolt.

1) The Negro community expected much from civil rights legislation, but their expectations have not been reached in the majority of cases.

2) Their leaders and many white people have led the Negroes to believe that they need not be passive, that they can obtain what they want by action.

movements. (e.g. They might review Smelser's theory of collective action, and they might examine once again the factors in other countries.)

- f. Review what pupils learned in the seventh grade course about the importance of the development of group pride and identification upon the actions of minority group members. Or, if pupils did not study the earlier unit, use some of the activities suggested in that unit or similar kinds of activities to help pupils understand the importance of group morale in leading to activity for civil rights.

G. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Is alert to incongruities, recognizes problems, and is concerned about them.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

b. Those people who cannot understand the kinds or extent of discrimination which have in the past and to exist.

II. Minority groups have faced continued and serious discrimination in the United States; this contradicts the American ideals of equality and justice.

A. A number of groups have faced discrimination. The most obvious and largest minority group is that of the Negroes. However, the discrimination sometimes overshadows serious discrimination against other minority groups.

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- b. Those people who cannot understand the riots have not understood the kinds or extent of discrimination and deprivation which have in the past and which continue to exist.

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II. Minority groups have faced continued and serious prejudice and discrimination in the United States; this discrimination contradicts the American ideals of equality and freedom.

- A. A number of groups have faced discrimination, including white immigrants of different nationalities, the Jews, the Chinese and Japanese, Indians, and Negroes; today, the most obvious and largest minority group facing discrimination is that of the Negroes. However, their importance sometimes overshadows serious discrimination against other minority groups.

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- g. Use the consideration of the increased rioting and disorder following the passage of civil rights legislation to lead into the importance for studying the amount of discrimination in more detail, including the amount of discrimination which has continued since the passage of the civil rights legislation. Read aloud quotations by leaders of both the black and white community after the passage of the Civil Rights Acts of 1964 and 1965 to illustrate the promise held out.

Then suggest the need for finding out more about the degree to which the promises have or have not been fulfilled.

3. How much the class should do in developing part II of this unit, depends in large part upon whether or not they have studied the Center's earlier courses in grades 6-9 or other courses which have dealt extensively with minority group problems. If pupils have not come through earlier courses which have dealt with minority group problems, use some of the same types of activities suggested in the seventh grade unit on minority group relations, the eighth grade case studies in the legislative unit, and the ninth grade unit on poverty to help pupils develop a better understanding of discrimination, prejudice, and reactions of minority group members. If students have come through the earlier courses, the teacher should try to use many of the following activities.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

1. Minority groups have suffered economic widespread unemployment than among other groups, poorer jobs, and from lower incomes for white people with similar training.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Is able to empathize with others, seeing things through their eyes.

A. VALUES HUMAN DIGNITY.

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1. Minority groups have suffered economically from more widespread unemployment than among other groups, from poorer jobs, and from lower incomes than those found for white people with similar training.

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4. Review what pupils learned earlier about prejudice and discrimination and about legislative and judicial decisions about discrimination.

5. Use current articles, events and data to arouse greater interest in the study of causes of prejudice and discrimination and a study of the protest movements as well as to find out the extent to which civil rights legislation has affected discrimination.

6. Use some reading of biographical fictional materials dealing with minority groups to help pupils identify with minority group members in order to better understand their feelings. Point out the need for such understanding if pupils are to understand the actions of protest movements. Although pupils read biographies and fiction dealing with discrimination in the unit on intergroup relations in the seventh grade, they can now read much more adult materials and more current books. After pupils have done the reading, hold a general class discussion on the questions: How would you feel if you had been the minority group members described in your books? How do you think you would act? Some of you have read books about the situation since the passage of the 1964 and 1965 civil rights acts. How much do the people in your books think the situation has changed as a result of these acts?

See bibliography
Use others in yo
add current book

learned earlier about prejudice and discrimination
and judicial decisions about discrimination.

Use facts, events and data to arouse greater interest in the
study of prejudice and discrimination and a study of the
causes as well as to find out the extent to which civil
rights has affected discrimination.

Use biographical fictional materials dealing with
to help pupils identify with minority group members
and understand their feelings. Point out the need
for understanding if pupils are to understand the actions of

Although pupils read biographies and fiction
on discrimination in the unit on intergroup relations in
the past they can now read much more adult materials and

After pupils have done the reading, hold a
discussion on the questions: How would you feel if
the minority group members described in your books?
How would you act? Some of you have read books about
the passage of the 1964 and 1965 civil rights
acts. How do the people in your books think the situation has
changed since these acts?

See bibliography for some titles.
Use others in your library, and
add current books each year.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

G. Any decision is affected by the perceptions of the persons making the decisions.

S. Checks on the completeness of data.

S. Examines sample used in study to see if it is representative of the population for which generalizations are being made.

S. Interprets tables.

a. In spite of recent legislation crination, such discriminati in many places, and unemploye group members remains high.

b. This economic discrimination h health and family life, as wel to obtain higher education nee kinds of jobs.

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- a. In spite of recent legislation against job discrimination, such discrimination still continues in many places, and unemployment among minority group members remains high.
- b. This economic discrimination has had effects upon health and family life, as well as upon opportunities to obtain higher education needed for certain kinds of jobs.

7. Have pupils look at current tables on unemployment among Negroes as compared to white people, average incomes among Negroes and whites, average incomes among Negroes and whites of similar educational background, and perceptions of Negroes about their economic opportunities. Compare these tables with similar tables for the early 1960's. Discuss: What has happened to economic opportunity among the Negroes? Does it make any difference whether we are talking about different educational levels among Negroes? How do Negroes perceive their economic opportunities today? How important are their perceptions as compared to the actual situation? Why? Also discuss the sources of the data and samples used in collecting the data.

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How do Negroes perceive their economic oppor-
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Why? Also discuss the sources of the data
collecting the data.

Use Reader's Guide to locate most
recent information. For
tables and figures showing
changes from 1939 to 1964
and even some 1966 figures,
see Ferman, et. al., eds.,
Negroes and Jobs, pp. 10, 14,
16-17, 19, 24, 63, 65, 92-95,
124, 71.

Franklin and Starr, eds., Negro
in 20th Century Am., p. 493.

For Negro perceptions in 1966
and 1963, see Brink and
Harris, Black and White,
pp. 222-225.

See also the widely-reprinted
Harris Survey on "The Racial
Gap" for Ap 18, 1968.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

S. Interprets tables.

S. Interprets tables.

2. Minority groups have suffered social various kinds: in education, in church in recreation, etc.

a. Despite recent legislation and prohibiting discrimination in public education, much discrimination continues.

1) There is still widespread discrimination.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

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2. Minority groups have suffered social discrimination of various kinds: in education, in churches, in housing, in recreation, etc.

a. Despite recent legislation and court decisions prohibiting discrimination in public places and in education, much discrimination continues.

1) There is still widespread discrimination in housing.

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8. Have a pupil report on discriminatory practices in labor unions and apprenticeship and training programs. Then discuss: How would such practices affect the job opportunities of Negroes and other minority groups? Also have pupils look at a table on the Negro's perceptions of labor unions in 1963 and 1966.

Ferman, et. al.
Jobs, p
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9. Have pupils look at current articles and tables dealing with housing and Negro perceptions of discrimination in housing. Compare these data with data for the early 1960's. Discuss: How much has the situation changed? Has the Negro perception of the housing situation changed much? Also have pupils examine tables on health and sanitation conditions in Negro ghettos.

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10. Have several students check with local social agencies about any recent studies of housing in different parts of the city. If possible, they should prepare maps and graphs to illustrate findings about differences in housing conditions in areas with large minority group populations and those without large groups of these people.

on discriminatory practices in labor unions and training programs. Then discuss: How would such job opportunities of Negroes and other minority pupils look at a table on the Negro's perceptions in 1963 and 1966.

current articles and tables dealing with housing conditions of discrimination in housing. Compare these to the early 1960's. Discuss: How much has the situation as the Negro perception of the housing situation have pupils examine tables on health and sanitation in ghettos.

Students check with local social agencies about any recent changes in different parts of the city. If possible, they should use photos and graphs to illustrate findings about differences in areas with large minority group populations and large groups of these people.

Ferman, et. al., eds., Negroes and Jobs, pp. 277-322. For table on perceptions see pp. 234-235 of Brink and Harris, Black and White.

Use Reader's Guide to locate current data.

For Negro 's perceptions of housing, in 1963 and 1966, see Brink and Harris, Black and White, pp. 224-225, 228-229.

For sanitation and health, see Rep't. of the Nat'l. Advisory Commission on Civil Disorders, pp. 269-273.

Also, see Jacobs, Prelude to Riot (sections on housing and health).

S. Interprets tables.

S. Is able to empathize with others, seeing things through their eyes.

2) Schools in the South have had segregation, and those in the North segregation because of housing minority group areas has freedom from poorer facilities and more in other areas or from curriculum appropriate for the pupils.

S. Interprets tables.

S. Generalizes from data.

G. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the

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- 2) Schools in the South have had only token integration, and those in the North suffer from de facto segregation because of housing; education in minority group areas has frequently suffered from poorer facilities and materials than schools in other areas or from curricula which are inappropriate for the pupils.

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11. Several students interested in photography might take pictures of housing and recreational facilities in minority group dominated areas of their own or a nearby large city. Have the class compare these photographs with what they know of other housing situations in the same city.

12. Show the class a current table dealing with integration in southern schools. Ask: How many years has it taken to achieve this degree of integration in southern schools since the famous Supreme Court decision outlawing school segregation? If you were southern Negroes, would you be satisfied with this progress? Why or why not? Why do some people speak of "token" integration in many southern cities?

13. Now have the class look at data on de facto segregation in northern communities. Ask: How can you explain this data? Have students compare current data with data on de facto segregation in the early 1960's. Ask: How much has the situation changed? What demands have many Negroes made because of this de facto segregation?

14. Have pupils investigate, if possible, current expenditures per pupil in schools which are in inner city areas of a high Negro population as compared to those in the better residential areas.

Also have one or several pupils take photographs to show the class of the physical conditions of schools in the different districts. Then have the class compare these conditions. Is there discrimination against the Negroes on the basis of these criteria?

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Ferman, et.
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Interested in photography might take pictures of recreational facilities in minority group dominated areas or a nearby large city. Have the class compare with what they know of other housing situations

Use current table dealing with integration in southern states. How many years has it taken to achieve this degree of integration in southern schools since the famous Supreme Court decision on school segregation? If you were southern Negroes, satisfied with this progress? Why or why not? Why speak of "token" integration in many southern cities?

Look at data on de facto segregation in northern states. How can you explain this data? Have students compare data with data on de facto segregation in the early 1900s. How much has the situation changed? What demands have been made because of this de facto segregation?

Investigate, if possible, current expenditures per pupil which are in inner city areas of a high Negro population compared to those in the better residential areas.

Have several pupils take photographs to show the class conditions of schools in the different districts. Have the class compare these conditions. Is there discrimination against the Negroes on the basis of these criteria?

Use Reader's Guide to locate current data. For figures prior to 1966, see Sobel, ed., Civil Rights Leader, pp. 412-413, and Rose and Rose, eds., Minority Problems, pp. 231-232.

Franklin and Starr, eds., The Negro in 20th Century Am., Selections 8a-8d.

Use Reader's Guide to locate information. Use local statistics of schools. Also use: Franklin and Starr, eds., The Negro in 20th Century Am., Selections 9-10.

Consult State Department of Education research division or local school district business office.

Ferman, et. al., eds., Negroes and Jobs, pp. 121, 227-228.

conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Interprets tables.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

3) Social discrimination still exists against minority groups and is felt through a wide variety of discriminating acts of discrimination.

S. Interprets tables.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

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- 3) Social discrimination still arises because of prejudices against minority group members; this prejudice is felt through a wide variety of small but humiliating acts of discrimination.

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15. Show the class a table on the median number of years of schooling for whites and non-whites in the U. S. in 1960. Use current data for comparison if possible.

Ferman, et
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16. Invite a representative of a local human rights commission or a representative of a minority group in the local area to tell the class about kinds of social discrimination which he thinks still exists in the city or state, other than in housing or education.

17. Show the class tables on Negroes' perceptions of changes in social discrimination between 1963 and 1966. Discuss the data presented.

Brink and
pp. 2

18. Have several students investigate the attitudes of local social clubs, auto clubs, athletic clubs, etc. toward minority group membership.

able on the median number of years of schooling
-whites in the U. S. in 1960. Use current data
possible.

Ferman, et. al., eds., Negroes
and Jobs, p. 47.

For current data, see U. S. Office
of Education figures or use
Reader's Guide to locate data.

ative of a local human rights commission or a rep-
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ween 1963 and 1966. Discuss the data presented.

Brink and Harris, Black and White,
pp. 226-228.

nts investigate the attitudes of local social clubs,
ic clubs, etc. toward minority group membership.

S. Draws inferences from data.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Interprets tables.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Is able to empathize with others, seeing things through their eyes.

A. VALUES HUMAN DIGNITY.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

b. These kinds of discrimination, particularly in education, have made it difficult for minority group members to obtain needed for taking advantage of employment even when they are available.

3. They have suffered from a long history of legal discrimination.

a. Despite recent legislation removing and other legal restrictions, discrimination continues, in part because of lack of laws and in part because of minority retaliation if they take advantage of

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- b. These kinds of discrimination, particularly discrimination in education, have made it more difficult for minority group members to obtain the skills needed for taking advantage of employment opportunities even when they are available.

3. They have suffered from a long history of political and legal discrimination.

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- a. Despite recent legislation removing voting restrictions and other legal restrictions, discrimination still continues, in part because of lack of enforcement of laws and in part because minority group members fear retaliation if they take advantage of such laws.

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19. Hold a discussion on the residual effects of past discrimination upon the ability of minority group members to take advantage of new legal rights. Also discuss the effects of continued social discrimination of various kinds upon their economic opportunities.

20. Show the class current tables on percentages of Negroes who are registered to vote in southern states. Compare these tables with similar tables for years prior to the voting act of 1965. Discuss: What has happened to voting registration among Negroes since the Voting Rights Act was passed? Why aren't even more Negroes registered to vote? Draw upon students' reading to discuss types of retaliation which have been used by whites against people who have tried to organize Negro registration drives. Or have students read about examples of such retaliation. Also have pupils investigate the degree to which the law has been enforced. They should use the Reader's Guide to locate current articles on this topic. Also discuss: Do all white people register to vote? Why not? Which groups are least likely to register and vote? Why might you expect the same thing to be true among minority group members? (Review what students have learned in grade eight, or show them tables illustrating the data needed.)

Sobel, ed., Civil
1966, p. 42
Ferman, et. al.,
Jobs, p. 52
(figures).
For a descriptive
drives, see
Cleghorn, C
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Franklin and Sta
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p. 373.

the residual effects of past discrimination upon city group members to take advantage of new legal rights. Discuss the effects of continued social discrimination on their economic opportunities.

ent tables on percentages of Negroes who are registered in southern states. Compare these tables with similar tables for the voting act of 1965. Discuss: What has happened to registration among Negroes since the Voting Rights Act? Aren't even more Negroes registered to vote? Reading to discuss types of retaliation which whites use against people who have tried to organize voter drives. Or have students read about examples of voter drives. Also have pupils investigate the degree to which whites are forced. They should use the Reader's Guide to Voting on this topic. Also discuss: Do all white people vote? Why not? Which groups are least likely to vote? Why might you expect the same thing to be true of other members? (Review what students have learned in previous tables illustrating the data needed.)

Sobel, ed., Civil Rights 1960-1966, p. 428 (1966 figures).
Ferman, et. al., eds., Negroes and Jobs, p. 52 (1952 and 1962 figures).
For a description of registration drives, see Walters and Cleghorn, Climbing Jacob's Ladder, The Arrival of Negroes in Southern Politics.
Franklin and Starr, eds., Negro in 20th Century America, p. 373.

G. The exercise of freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.

G. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates (parties, interest groups, etc.) to increase their political power by joining it with others.

A. VALUES HUMAN DIGNITY.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

S. Is able to empathize with others, seeing things through their eyes.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

b. Despite recent legislation, 1 jury verdicts against white p Negro rights in the South.

c. Minority group members frequen are treated brutally or impo ways in which majority group r

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b. Despite recent legislation, it is difficult to get jury verdicts against white people who violate Negro rights in the South.

c. Minority group members frequently complain that they are treated brutally or impolitely by police--in ways in which majority group members are not treated.

21. Have a pupil or a group of pupils investigate studies of growing Negro power in elections in both the South and North. They should report their findings to the class. Then discuss: Why do you think the growing voting power of the Negroes is important?

Use the Reader
articles
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Also, see Wal
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Ch. 2.

22. Have a student prepare a report on a number of murders of Negroes in the South, the evidence in each case, the decision of the jury in each case, and any follow-up federal action which took place. Discuss: If you were a Negro living in the South, would you expect justice in the courts if attacked by white men? How would your attitude about the possibilities of justice affect your reactions to ways of achieving greater equality?

Rose and Rose
Problems
Sobel, ed., (1
1966. (1

23. Invite a member of the Negro community living in a poorer area of a large city to class to discuss the reactions of Negroes to their treatment by police and courts. Then invite a representative of the police department to class to present its view. (Instead, you could have pupils read accounts of charges of unequal treatment).

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Group of pupils investigate studies of growing Negro population in both the South and North. They should report to the class. Then discuss: Why do you think the growth of the Negroes is important?

Prepare a report on a number of murders of Negroes in the South. In each case, the decision of the jury in each case and the federal action which took place. Discuss: If you were living in the South, would you expect justice to be done? If attacked by white men? How would your attitudes and reactions of justice affect your reactions to ways of achieving equality?

Assign a group of the Negro community living in a poorer area of a city to discuss the reactions of Negroes to their treatment by the courts and courts. Then invite a representative of the group to class to present its view. (Instead, you may read accounts of charges of unequal treatment).

Use the Reader's Guide to locate articles dealing with the 1966 state and federal elections and the 1967 local elections and current elections.

Also, see Walters and Cleghorn, Climbing Jacob's Ladder, Ch. 2.

Rose and Rose, eds., Minority Problems, pp. 175-181.

Sobel, ed., Civil Rights 1960-1966. (Use index).

Mississippi Black Paper.
Rep't. of the Nat'l. Advisory Commission on Civil Disorders, pp. 302-307.

Jacobs, Prelude to Riot (section on police).

- G. Through the process of socialization, individuals become members of a group by learning role expectations and to perform a wide variety of tasks.
 - G. Through the process of socialization, each individual acquires a self.
 - G. Some members of minority groups have exhibited hatred of their own group; they have learned (been socialized) to accept the majority group's perceptions of their own minority group.
 - G. Frustration and/or self-hatred or self-doubts can lead to apathy.
 - G. Political revolutions are usually the result of multiple causes.
 - G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.
- 4. As a result of other kinds of discrimination suffered serious psychological effects
 - a. At times this discrimination has or at least loss of self-respect members who have been "socialized" perceptions which majority group minority group members.
 - b. The self-concept developed by many repeated frustration have led at a belief that it is useless to try things.

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4. As a result of other kinds of discrimination, they have suffered serious psychological effects.

a. At times this discrimination has led to self-hatred or at least loss of self-respect among minority group members who have been "socialized" into accepting the perceptions which majority group members hold of the minority group members.

b. The self-concept developed by many Negroes and/or repeated frustration have led at times to apathy--to a belief that it is useless to try to do certain things.

24. Show the class tables presenting the results of studies which have shown that young Negro children frequently take on the views of white people toward the Negro race. Ask: How can you account for this data? Review what students learned in earlier years about role perceptions and the development of a self concept through the process of socialization. Discuss: How do these concepts help explain this data?

Rose and Ros
Problem
Saenger, Soc
pp. 26-
Goodman, Race
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25. Have pupils read various statements by Negroes or articles which examine the development of negative self concepts among Negroes or other minority group members, the reasons for this development, and the effects of such self concepts. Then discuss: How would such self concepts affect progress in school? How would they affect attempts by Negroes to get ahead in jobs or even apply for jobs? How do you think such self-concepts might be changed?

Ferman, et.
Jobs, p
Kvaraceus, e
Concept

26. Have pupils examine articles by men in the Black Power movement which deal with the importance of developing different self-concepts and pride in their race. Also examine studies done on attempts to improve Negro self-concepts. Discuss: Why is pride important in any attempt to end discrimination?

Friedman, ed
pp. 139
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es presenting the results of studies which have
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tempt to end discrimination?

Rose and Rose, eds., Minority
Problems, pp. 260-263.
Saenger, Soc. Psychology of Prejudice,
pp. 26-27.
Goodman, Race Awareness in Young
Children.

Ferman, et. al., eds., Negroes and
Jobs, pp. 129-161.
Kvaraceus, et. al., Negro Self-
Concept.

Friedman, ed., Civil Rights Reader,
pp. 139-147.
Carmichael and Hamilton, Black Power,
Ch. 2.
Kvaraceus, et. al., Negro Self-
Concept, Section 3.

S. Is able to empathize with others, seeing things through their eyes.

e. Discrimination has made it more group members to obtain psychology from identification with the nation within the nation.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

5. The Negroes are not the only minority discrimination in this country. There is much discrimination against other groups which once faced discrimination longer considered minority group members.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

S. Generalizes from data.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural

B. Although the cost of prejudice and discrimination are also costly to the white majority.

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e. Discrimination has made it more difficult for minority group members to obtain psychological satisfaction from identification with the nation or with groups within the nation.

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5. The Negroes are not the only minority group to suffer discrimination in this country. There still exists much discrimination against other groups, even though some groups which once faced discrimination are no longer considered minority group members.

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B. Although the cost of prejudice and discrimination are born most heavily by the minority groups, prejudice and discrimination are also costly to the white majority in the country.

27. Discuss: What personal satisfaction do you get from belonging to a highly respected group? (Use school organizations as an example.) What personal satisfaction do you get from recognition that you are a citizen of the United States? Do you think minority group members would be able to get similar satisfactions? Why or why not? Examine requests by Negroes for more Negro history in the schools. Ask: Why do you think they are making such demands?

28. Although the chief focus of this unit will probably be on Negro-white relations, have some members of the class or all of the class investigate other minority group problems in this country, particularly those of importance in their own areas. Have them make a presentation of their findings to the class and then have the class compare the situation faced by these minority group members and that faced by Negroes.

29. Summarize the costs of prejudice and discrimination to minority groups and then explore the costs to the white majority. This summary and exploration should include an analysis of the psychological costs. You may wish to have pupils read some articles or sections in books describing the costs to majority group members before you hold this discussion. You might also have a

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Simpson and Yinger, Racial and
Cultural Minorities, Ch. 8.

values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

1. They suffer economic costs:
 - a. The country as a whole has a low potential because it fails to make full use of its potential.
 - b. Businessmen have smaller markets and minority groups had greater purchasing power. Minority group boycotts also hurt business.
 - c. The citizen at large must pay higher taxes and costs for other government services necessary to help the poverty-stricken minority groups.
 - d. Riots and other acts resulting in great economic destruction.
2. Discrimination contributes to crime and may result in physical danger and death to group members.
3. Those who discriminate usually suffer a high cost because it is difficult for them to be held guilty, despite all of their rationalizations.
4. The nation suffers in its relations with the world which has far more non-whites.

S. Sets up hypotheses.

III. Probably a number of factors come together and discrimination against minority groups

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1. They suffer economic costs.
 - a. The country as a whole has a lower national income because it fails to make full use of its human resource potential.
 - b. Businessmen have smaller markets than they would if minority groups had greater purchasing power; moreover, minority group boycotts also hurt business.
 - c. The citizen at large must pay higher welfare costs, and costs for other government services which are necessary to help the poverty-stricken among the minority groups.
 - d. Riots and other acts resulting from frustration cause great economic destruction.
2. Discrimination contributes to crime and to riots; both may result in physical danger and even death to majority group members.
3. Those who discriminate usually suffer some psychological cost because it is difficult for them not to feel guilty, despite all of their rationalizations.
4. The nation suffers in its relations with the rest of the world which has far more non-whites than whites.

III. Probably a number of factors work together to produce prejudice and discrimination against minority groups.

student prepare a chart showing the estimated costs of some recent riot. Another pupil might check with welfare agencies and the local fire department on differences in costs for areas which are heavily populated by minority groups as against other areas of the city. You should be able to develop the costs related to our relations with other countries by drawing upon what pupils have learned in the eleventh grade. (or in the unit on Africa if pupils have studied Africa earlier in the year).

30. Hold a general class discussion on the question: What do you think may be the cause of prejudice and discrimination against minority groups in this country? If students do not themselves use sociological

- S. Considers the relevance of social science disciplines and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.
 - S. Applies previously-used concepts and generalizations to new data.
 - S. Deduces if-then statements from hypotheses.
 - S. Uses deduced consequences of hypotheses to guide him in the collection of relevant data.
 - G. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people (e.g. parents) or people are frustrated by events beyond their control or the control of people whom they know, the aggression may be turned against others who become scapegoats.
 - G. Authoritarian personalities tend to be conformist, to use stereotyped thinking and to project their own traits onto other people; many prejudiced people are authoritarian personalities.
- A. A number of social scientists have investigated factors related to prejudice; psychologists explain why people are prejudiced and scapegoating but not why they choose certain objects of their prejudice.
 - 1. Some social scientists have developed aggression theory to explain prejudice. However, the theory does not explain why frustration does not result in prejudice. A frustrated person turns against parents rather than others.
 - 2. Some social scientists have developed the relationship between an authoritarian personality and prejudice. Again, such a theory explains some prejudice, although social scientists ask questions about some of the research. However, the theory does not explain why certain groups become the objects of prejudice.

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A. A number of social scientists have investigated personality factors related to prejudice; psychological theories help explain why people are prejudiced and resort to scapegoating but not why they choose certain groups as the objects of their prejudice.

1. Some social scientists have developed a frustration-aggression theory to explain prejudice and discrimination. However, the theory does not explain why some types of frustration do not result in prejudice nor why the frustrated person turns against particular groups rather than others.
2. Some social scientists have developed a theory about the relationship between an authoritarian personality and prejudice. Again, such a theory helps explain some prejudice, although social scientists have raised questions about some of the research techniques used. However, the theory does not explain why certain groups become the objects of prejudice and discrimination.

concepts in their formation of hypotheses, ask: What sociological concepts which you have learned earlier might provide possible leads to an answer to this question? Have the class develop a series of hypotheses and if-then statements to guide the collection of data to test these hypotheses. Then divide the class into groups to try to investigate each hypothesis.

If the class does not come up with any hypotheses about frustration or personality factors as causes of prejudice and discrimination, do the following to stimulate hypothesis-making and lead to the establishment of groups to investigate the hypotheses further.

(a) Ditto or present figures on the board on the results of studies related to the effects of frustration upon prejudice. For example, give the class the results of the study by Miller and Bugelski who used attitude tests before and after a long exam which kept boys from attending the bank night at the local movie theater. Also present results of the study by Cowen and others of the effects on prejudice of an experiment in frustration of college students. In addition, give the results of the Frenkel-Brunswick study of prejudiced sixth to eighth graders. Let students set up theories to explain this data.

These studies
Simpson
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pp. 54-5
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(b) Give pupils the results of the Hartley studies on prejudice toward non-existent groups. Ask pupils: What hypotheses would you suggest as possible explanations of this data? Now give pupils the results of some of Hartley's follow up work to test his hypothesis that prejudice might be generalized. Then give pupils data found in the study on the relationship of prejudice to the authoritarian personality. Ask them to set up hypotheses about prejudice which might explain this data.

For data, see
Racial a
pp. 62-6

If no one comes up with any hypotheses related to the group conflict theory or to the cultural learning theory, you might suggest that these are theories which have been suggested by social scientists. The class might try to develop if-then statements to

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These studies are described in
Simpson and Yinger, Racial
and Cultural Minorities,
pp. 54-56.

The same authors examine the lim-
itations of the theory in
chapter 3.

For data, see Simpson and Yinger,
Racial and Cultural Minorities,
pp. 62-65.

- S. Tests hypotheses against data.
- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
- S. Rejects assumption of cause-effect relationship in correlations; looks for another factor which may have affected both parts of the correlation.
- S. Examines sample used in study to see if it is representative of the population for which generalizations are being made.
- S. Constantly looks for causative factors other than those mentioned in source of information.
- G. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people (e.g. parents) or people are frustrated by events beyond their control or the control of people whom they know, the aggression may be turned against others who become scapegoats.

test these hypotheses also, and groups might be selected to check on the hypotheses. (The teacher should be able to get pupils to suggest such hypotheses themselves by asking questions.)

31. Have the groups which have investigated the frustration thesis and the authoritarian personality theory present their findings to the class. Each should study criticisms of the theories before making their presentations. They should present both the evidence for and the evidence against the theories in order to help class members assess the usefulness and limitations of the theories. After each presentation, be sure to discuss: Do you think that the data supports your hypotheses? Why or why not? Do you think that the data provides support for a more limited or a modified hypothesis? Why or why not?

e.g. see,
Simpson and Y.
Cultural
Allport, Natu
Chs. 15,
Saenger, Soc.
Chs. 8-9
Raab and Selz
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(The teacher should be able to get pupils to suggest
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understand the strengths and limitations of the theories. After each
presentation, the teacher should be sure to discuss: Do you think that the data
support the hypothesis? Why or why not? Do you think that the
evidence supports for a more limited or a modified hypothesis?

e.g. see,
Simpson and Yinger, Racial and
Cultural Minorities, pp. 65-79.
Allport, Nature of Prejudice,
Chs. 15, 21-22, 25.
Saenger, Soc. Psych. of Prejudice,
Chs. 8-9.
Raab and Selznick, Major Social
Problems, pp. 210-213.

G. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits onto other people; many prejudiced people are authoritarian personalities.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

G. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

S. Checks, refines, and eliminates hypotheses, working out new ones where necessary.

B. A number of social scientists have developed theories of prejudice and discrimination based upon the following:

1. Discrimination is considered a way for a group to win economic or political control over another group.

2. Prejudice, according to this theory, is a rationalization to justify discrimination which do not jibe with other values.

3. This theory helps explain how this prejudice arose but does not explain why it exists in situations even where it would be to the benefit or political benefit to the group to end the discrimination.

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- B. A number of social scientists have developed a theory of prejudice and discrimination based upon group conflict.
1. Discrimination is considered a weapon to help one group win economic or political conflict with another group.
 2. Prejudice, according to this theory, arises as a rationalization to justify discriminatory practices which do not jibe with other als.
 3. This theory helps explain how discrimination and prejudice arose but does not explain why it continues in situations even where it would be of economic benefit or political benefit to the majority group to end the discrimination.

32. Have the group of students investigating the conflict theory present a panel discussion on the question: To what extent can prejudice and discrimination against minorities in this country be explained by the theory that it is a weapon in group conflict? Afterwards, the class should test its original hypothesis against the data and decide whether or not to reject it, accept it, or to limit it in order to fit the data better.

e.g. see, S.
Racial
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tudents investigating the conflict theory present on the question: To what extent can prejudice and against minorities in this country be explained by the use of a weapon in group conflict? Afterwards, the students test their original hypothesis against the data and decide to reject it, accept it, or to limit it in order to

e.g. see, Simpson and Yinger, Racial and Cultural Minorities, Ch. 4.
Raab and Selznick, Major Social Problems, pp. 220-221.

- S. Tests hypotheses against data.
- S. Draws inferences from data.
- G. Much of man's behavior is acquired through a process of socialization (building group values into the individuals).

G. Human beings are members of the same species; they are far more alike physically than they are different.

G. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and deemphasize the similarities among humans.

S. Checks on the completeness of data.

C. Sociologists insist that an important factor in the development of prejudice and discrimination is socialization; people are influenced by the prejudiced beliefs and norms of those around them, particularly of those in their families and social groups.

1. This theory helps explain existing prejudice, but it does not explain why they developed in the first place; nor do they explain all prejudice; nor do they explain why those who have grown up in families or groups that do not exhibit such prejudice.

2. Those who hold this theory believe that the removal of legal discrimination helps to get rid of one obvious factor in the development of prejudice.

3. Racism provides a rationalization for discrimination; such beliefs are not scientific data.

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C. Sociologists insist that an important factor in prejudice and discrimination is socialization; people learn the prejudiced beliefs and norms of those around them, particularly of those in their families and other primary groups.

1. This theory helps explain existing prejudices but not why they developed in the first place in our country's history; nor do they explain all prejudice among people who have grown up in families or groups which have not exhibited such prejudice.

2. Those who hold this theory believe that legislation to get rid of legal discrimination helps reduce prejudice by getting rid of one obvious factor supporting socialization into prejudice.

3. Racism provides a rationalization for prejudice and discrimination; such beliefs are not supported by scientific data.

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33. Have the group of students who have investigated the culture learning hypothesis about prejudice present a panel discussion on the question: To what extent can prejudice and discrimination be explained by cultural learning or socialization? Afterwards, have the class test the hypothesis against the data presented by the panel and other data presented earlier. Also ask: Why do you think that those who accept this cultural-learning theory hold out high hopes for the effects of civil rights legislation as a means of reducing prejudice and other discrimination?

Simpson and Y
Cultural
Allport, Natu
Saenger, Soc.
Ch. 10.
Raab and Selz
Problems
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34. Review what pupils learned in the seventh grade course about races. Be sure to review the analysis of race and intelligence in terms of kinds of tests used, the relationship of education and class membership to test results, etc. If pupils did not have the seventh grade course or some similar course, use some of the kinds of materials suggested in the first and last units in the seventh grade course to develop an understanding of race and the way in which misconceptions are learned and contribute to prejudice and discrimination.

See Ferman, e
Jobs, pp
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Allport, Natu
Ch. 7.
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Chs. 4-5
Simpson and Y
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tudents who have investigated the culture learning prejudice present a panel discussion on the question: prejudice and discrimination be explained by socialization? Afterwards, have the class test the data presented by the panel and other material. Also ask: Why do you think that those who social-learning theory hold out high hopes for the rights legislation as a means of reducing prejudice and discrimination?

learned in the seventh grade course about races. The analysis of race and intelligence in terms of IQ, the relationship of education and class membership, etc. If pupils did not have the seventh grade social course, use some of the kinds of materials in the first and last units in the seventh grade course to show the understanding of race and the way in which misconceptions are formed and contribute to prejudice and discrimination.

- Simpson and Yinger, Racial and Cultural Minorities, Ch. 5.
Allport, Nature of Prejudice, Ch. 18.
Saenger, Soc. Psych. of Prejudice, Ch. 10.
Raab and Selznick, Major Social Problems, pp. 213-214, 216-220.

- See Ferman, et. al., Negroes and Jobs, pp. 161-174 (race and intelligence).
Allport, Nature of Prejudice, Ch. 7.
Saenger, Soc. Psych. of Prejudice, Chs. 4-5.
Simpson and Yinger, Racial and Cultural Minorities, Ch. 2.

- G. Through the process of socialization, individuals become members of a group by learning role expectations and to perform a wide variety of tasks.
- G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.
- G. Frustration and/or self-hatred or self-doubts can lead to apathy.
- G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.
- S. Checks, refines, and eliminates hypotheses, working out new ones where necessary.
- D. Some people believe that the minority contribute to the prejudice by their actions. It is true that some of the minority do exhibit the behavior found in stereotypes. It is also true that many do not and frequently do so as a reaction to the discrimination which they have faced.

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- D. Some people believe that the minority groups themselves contribute to the prejudice by their actions. Although it is true that some of the minority group members do exhibit the behavior found in stereotypes of their group, it is also true that many do not and that those who do frequently do so as a reaction to the prejudice and discrimination which they have faced.

35. Review the meaning of stereotypes and the way in which stereotypes about minority group members have developed. Then analyze the reasons why some minority group members fit such stereotypes. Discuss the relationship between discrimination and these types of behavior.

Allport, Nature of Pre
Simpson and Yinger, R
Cultural Minorit

36. Have groups investigating any other hypothesis developed by the class present their findings at this time. Have the class analyze the hypothesis in the same way that they did the others and perhaps work out a modified hypothesis which fits the data better than the original hypothesis which may have been far too broad.

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Allport, Nature of Prejudice, Ch. 12.
Simpson and Yinger, Racial and
Cultural Minorities, Ch. 6.

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- A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRE-CONCEPTIONS.
- A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE, AND DEMANDS THAT POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.
- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.
- A. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.

- S. Considers possible consequences of alternative courses of action.
- S. Uses Reader's Guide to locate information.
- S. Generalizes from data.
- G. People do not work actively in voluntary organizations unless they have a sense of group pride, of positive identification with the group.

IV. Minority group members have organized a number of movements to try to achieve greater equality and to end discrimination. Those most in the forefront today seem to be the Negro protest movement. These movements have also worked to improve the lot of other groups.

- A. Revolutionary movements seem to have a definite pattern of climax, decline, and reaction. Whether a movement is a revolutionary movement or not is a matter of definition and interpretation.
- B. Protest movements are most successful when the cause for change in a society has been clearly defined, the protest is clear, and the form of protest is appropriate and legitimate.

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IV. Minority group members have organized a number of protest movements to try to achieve greater equality and overcome discrimination. Those most in the forefront of public affairs today seem to be the Negro protest movements, although groups have also worked to improve the lot of other minority groups.

- A. Revolutionary movements seem to have a life cycle of rise, climax, decline, and reaction. Whether the Negro Protest Movement is a revolutionary movement or not, seems to be a matter of definition and interpretation.
- B. Protest movements are most successful when the preconditions for change in a society have been achieved, the object of protest is clear, and the form of protest is considered appropriate and legitimate.

37. Now have the class discuss: To what extent does any one theory explain prejudice and discrimination against specific minority groups in this country? What factors must be considered in attempting to explain this prejudice and discrimination? How can an analysis of factors be helpful to anyone trying to decide what might be done to reduce prejudice and discrimination?

38. Ask: What kinds of things have minority groups, and particularly Negroes in this country, done to try to get equality? List all of the actions and movements of which pupils are aware at this time. Then identify some of the major movements and have the class investigate these further. They should try to find out about the purposes of each organization, the techniques it uses to achieve its goals, its past successes and accomplishments, difficulties it has faced, and whether or not it seems to be achieving more or less than in the past.

See bibliography
and Reader

The investigations may be carried out by the class as a whole, by individuals, or by groups of students. If the work is done by individuals and/or small groups, urge them to use some form of presentation other than a panel or symposium. They might role-play discussions between leaders of a group or between a leader of a group and a group of Negroes from a slum area. They might prepare

discuss: To what extent does any one theory and discrimination against specific minority entry? What factors must be considered in gain this prejudice and discrimination? How can factors be helpful to anyone trying to decide what reduce prejudice and discrimination?

of things have minority groups, and particularly country, done to try to get equality? List all of movements of which pupils are aware at this time. of the major movements and have the class in- rther. They should try to find out about the pur- nization, the techniques it uses to achieve its ccesses and accomplishments, difficulties it has or not it seems to be achieving more or less than

See bibliography, current books, and Reader's Guide.

may be carried out by the class as a whole, by groups of students. If the work is done by in- small groups, urge them to use some form of pre- man a panel or symposium. They might role-play n leaders of a group or between a leader of a of Negroes from a slum area. They might prepare

G. The development of group pride, positive identification with one's group, is essential to determined efforts to achieve an end to discrimination.

G. Protest movements are most successful when the preconditions for change in a society have been achieved, the object of protest is clear, and the form of protest is considered appropriate and legitimate.

1. The Negro Protest movement arose because of a strongly felt dissatisfaction with existing conditions on the part of those who were affected but who were unable to express their dissatisfaction through regular decision-making channels.

2. The Negro Protest movement was successful during the period from 1954 to 1965.

a. It was widely recognized that practical racial discrimination and segregation existed in contrast with the ideal of "equality of opportunity" and that other political, economic, social and national factors made change necessary.

b. The destruction of the legal basis for discrimination was a clear and precise objective.

c. Direct action and non-violent demonstration were related directly to the object of protest and were widely accepted as legitimate and effective forms of protest.

C. For at least a time, it appeared that the Negro Protest Movement had been successful in reaching Washington and the subsequent enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

1. The relationship between the Negro Protest Movement and the enactment of these two laws is one of cause and effect.

2. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 have the potential, if properly enforced, to eliminate deliberate racial discrimination in employment, public accommodations, and other areas.

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1. The Negro Protest movement arose because there was a strongly felt dissatisfaction with existing conditions on the part of those who were affected by those conditions but who were unable to express their discontent through regular decision-making channels.
2. The Negro Protest movement was successful during the period from 1954 to 1965.
 - a. It was widely recognized that practice of deliberate racial discrimination and segregation was inconsistent with the ideal of "equality of opportunity" and that other political, economic, social, and international factors made change necessary.
 - b. The destruction of the legal basis of discrimination was a clear and precise objective.
 - c. Direct action and non-violent demonstrations were related directly to the object of protest and were widely accepted as legitimate and appropriate forms of protest.
- C. For at least a time, it appeared that the climax of the Negro Protest Movement had been reached with the "March on Washington" and the subsequent enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
 1. The relationship between the "March on Washington" and the enactment of these two laws is not necessarily one of cause and effect.
 2. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 have the potential, if properly enforced, to eliminate deliberate racial discrimination in employment, public accommodations, and voting.

bulletin board displays which they can explain to the class. They might prepare written materials of various kinds. They might combine a presentation of their own with a presentation by a speaker from the group investigated. In this case they should prepare the class for the speaker and develop a series of questions to ask him.

After the presentations have been made, have the class discuss the following questions:

- (a) Do you think any of the Protest movements should be classified as revolutionary movements? Why or why not?
- (b) What factors made for the success which the different movements have had? What factors slowed down progress after 1965? (Be sure to analyze some of the points suggested in the outline of content.)
- (c) Which groups seem to be gaining support among the Negroes? What methods do they advocate?
- (d) How has the division arising among the different groups as to methods affected the success of the movement?
- (e) How do you think we can account for the passage of the 1968 Civil Rights bill? Do you think conditions have changed enough to provide the impetus for further changes in the direction of equality? Why or why not?

3. These legislative reforms have had great impact on the South and upon upper and middle class Negroes but have not affected significantly the problems and perceptions of the majority of urban Negroes.
 - a. Employment opportunities and income have improved for the Negro middle class but have remained essentially the same for the ghetto-dwelling, lower class Negro.
 - b. The gap between expectation and reality seems to be widening for the lower class Negro; this widening gap contributes to an increase in alienation and violence in our urban ghettos.
- D. From 1965 until at least the spring of 1968, the Negro Protest Movement seemed to be in the stage of decline or reaction because the conditions necessary for successful protest were not present in our society.
 1. Our society has been divided and ambivalent about the solution of problems associated with de facto segregation and past discrimination.
 - a. The Civil Rights Bill of 1966, which contained a provision aimed at the elimination of discrimination in housing. A factor in de facto segregation, failed to pass a similar bill, reintroduced in 1967, had very little probability of passing, without drastic revision and weakening, until after the assassination of Dr. Martin Luther King.
 - b. Compensatory programs such as the Urban League's program for a domestic "Marshall Plan" provoked serious opposition.

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c. Federal funds for a general war on could benefit the Negro greatly, we severely.

d. The Supreme Court seemingly reverse ruling on civil rights demonstratio
struction of property.

e. Groups opposed to further social ch
active.

1) The "white back lash vote" seems
outcome of several elections dur

2) Action by civil rights groups pu
creased amount of counteraction
For example, schools were boycot
rights groups and those who wish
the status quo.

2. The object of protest, the problems of
gation and past discrimination, are no
or as easily understood as the problem
gation. Assuming that the basic goal
test Movement is the "equalization of
Negroes," it is not clear: (a) How much
the Negroes and how much must be done
(b) To what extent the plight of the N
to the present structure of our ec

8. Uses content analysis techniques
to gather information.

46 - 47 -

- c. Federal funds for a general war on poverty, which could benefit the Negro greatly, were cut back severely.
 - d. The Supreme Court seemingly reversed its earlier ruling on civil rights demonstrations and the destruction of property.
 - e. Groups opposed to further social change became more active.
 - 1) The "white back lash vote" seemed to affect the outcome of several elections during 1966.
 - 2) Action by civil rights groups produced an increased amount of counteraction by other groups. For example, schools were boycotted by both civil rights groups and those who wished to preserve the status quo.
2. The object of protest, the problems of defacto segregation and past discrimination, are not clearly defined or as easily understood as the problems of legal segregation. Assuming that the basic goal of the Negro Protest Movement is the "equalization of life chances for Negroes," it is not clear: (a) How much should be done for the Negroes and how much must be done by the Negroes, or (b) To what extent the plight of the Negro is related to the present structure of our economy.

39. Use the case study on Negro Leadership when it becomes available. Follow the suggestions in the study guide for this case. This case should help pupils understand better both the concept of relative deprivation and the concept of situational leadership. It should help pupils understand changing leadership and tactics of the protest movement. The case study also provides a good lead into the activity described in the next paragraph.

Leadership in A
A Case Study of
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Student Manual.
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on Negro Leadership when it becomes available. The questions in the study guide for this case. This will help pupils understand better both the concept of relationship and the concept of situational leadership. It will help them understand changing leadership and tactics of leadership. The case study also provides a good lead into the material described in the next paragraph.

Leadership in American Society,
A Case Study of Negro Leadership.
See teacher's Manual and
Student Manual. Produced by Soc-
iological Resources for Secondary
Schools. (At present not available
for general distribution; however,
it should be available before long.)

S. Uses the reputational method of gathering data.

G. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.

G. The different tasks of leadership may be assumed by one man or shared by a number of people.

G. The type of leader tends to differ in different situations which require different kinds of leaders if they are to be effective.

G. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.

S. Interprets tables.

3. The Negro Protest Movement is divided b over "means and ends."

a. The advocacy of "Black Power" by SMC provided a widespread controversy am whites.

b. Direct action and non-violent demons been effective in the past but like and dramatic experiences are subject

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3. The Negro Protest Movement is divided by controversy over "means and ends."
 - a. The advocacy of "Black Power" by SNCC and Core has provided a widespread controversy among Negroes and whites.
 - b. Direct action and non-violent demonstrations have been effective in the past but like all intense and dramatic experiences are subject to the

Whether or not you use the case study on Negro leadership, show the class tables comparing current and past attitudes of Negroes to different groups and leaders of groups. Ask: Do you see any trend here in the type of movement or leader which is gaining and the type losing? Which kind of movement seems to have more support among the poorer Negroes? among those who are better off economically? in the North? in the South? Ask: Does this data support your conclusions which you drew as a result of the data presented by other students in class?

Brink and Har
pp. 244-

the case study on Negro leadership, show the current and past attitudes of Negroes to leaders of groups. Ask: Do you see any trend in movement or leader which is gaining and the type of movement seems to have more support among the those who are better off economically? in the Ask: Does this data support your conclusions? sult of the data presented by other students

Brink and Harris, Black and White, pp. 244-257.

psychological law of diminishing returns; not the assassination of Dr. King which sustained impetus to such movement.

c. Violent protests by ghetto dwellers are increasing, raising the danger that they will come to regard the Negro problem as a reinforcement problem.

- S. Interprets tables.
- S. Draws inferences from data.

E. The dynamic process of social systems is not random; systems seem to move toward payoffs that are imaginary.

1. Any particular social system is more likely to move in some directions than in others.

2. Protest movements designed to push a social system in a direction that it has a high probability of moving in anyway are more likely to be successful. Social systems that are trying to push the social system in a direction that has a low probability of success are less likely to be successful.

3. The successful solution of the race problem seems to be inevitable if our system is to survive. The real economic, moral, and political solution is maintaining the present "imaginary" system.

a. That the satisfactory resolution of the race problem will produce real economic, moral, and political payoffs is beyond dispute.

psychological law of diminishing returns. Whether or not the assassination of Dr. King will give renewed, sustained impetus to such movements remains to be seen.

- c. Violent protests by ghetto dwellers seem to be increasing, raising the danger that the white majority will come to regard the Negro protest as a law enforcement problem.

E. The dynamic process of social systems is not entirely random; systems seem to move toward pay off, real or imaginary.

1. Any particular social system is more likely to change in some directions than in others.
2. Protest movements designed to push a social system in a direction that it has a high probability of going anyway are more likely to be successful than one that is trying to push the social system in a direction that has a low probability.
3. The successful solution of the race problem in the long run seems to be inevitable if our system moves toward real economic, moral, and political payoff rather than maintaining the present "imaginary" ones.
 - a. That the satisfactory resolution of the race problem will produce real economic, moral and political payoffs is beyond dispute.

40. Now show the class a table presenting the reactions of Negroes to questions in the Newsweek Survey of 1966 about whether or not the Negroes could get along without white help in their drive for equality. Also show tables on white reactions to civil rights. Use these tables to initiate a discussion of the role which the white community might play. In this introduction to the last part of the unit, raise the following questions:

- (a) What seemed to cause the decline in white support for new legislation between 1965 and 1968? What seemed to provide the impetus for the passage of the 1968 bill?
- (b) To what extent does there seem to be agreement among the members of the white community about the need for further action?

Brink and Har
pp. 262-
Franklin and
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494.

table presenting the reactions of Negroes to
a week Survey of 1966 about whether or not the
going without white help in their drive for equality.
white reactions to civil rights. Use these tables
to discuss the role which the white community might
play in the future. In the discussion, raise the
question to the last part of the unit, raise the

Brink and Harris, Black and White,
pp. 262-265 and Chs. 5-6.
Franklin and Starr, Negro in 20th
Century America, pp. 211-216,
194.

Why has there been a decline in white support for new leg-
islation since 1965 and 1968? What seemed to provide the impetus
for the 1968 bill?

Do you think there seems to be agreement among the members of
the community about the need for further action?

b. The assassination of Dr. Martin Luther King, Jr. in April, 1968 created a great outpouring of guilt feelings, and resolutions to the direction of greater equality; momentum which brought the passage of the Civil Rights Act within one week will be is not yet known.

c. The majority reaction to Negro protest movements probably have an effect upon the movements of other minority groups.

S. Having determined the causes of a social problem, considers alternative courses of action and hypothesizes about probable consequences of each course of action.

S. Deduces if-then statements from hypotheses.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE, AND DEMANDS THAT POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

V. Equality can hardly be achieved without the white majority as well as those of the minority.

A. Social scientists have investigated the kinds of action in both: (a) reducing prejudice among members of the majority and (b) improving the status of minority group members.

1. Studies have been carried out to investigate different kinds of contact situations. These studies provide some useful leads for action which might be taken.

2. Educational experiments have been carried out to determine what methods seem effective in improving the concept of Negro children and providing them with the motivation to achieve.

- b. The assassination of Dr. Martin Luther King in April, 1968 created a great outpouring of remorse, guilt feelings, and resolutions to move rapidly in the direction of greater equality; whether or not the momentum which brought the passage of the Civil Rights Act within one week will be sustained or not is not yet known.

- c. The majority reaction to Negro protest movements will probably have an effect upon the success of protest movements of other minority groups also.

V. Equality can hardly be achieved without the efforts of the white majority as well as those of the minority groups.

A. Social scientists have investigated the effects of certain kinds of action in both: (a) reducing prejudice among members of the majority and (b) improving the self-image of minority group members.

1. Studies have been carried out to investigate the effects of different kinds of contact situations upon prejudice; these studies provide some useful leads to types of action which might be taken.

2. Educational experiments have been carried on to see what methods seem effective in improving the self-concept of Negro children and providing them with motivation to achieve.

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41. Several groups of students or individuals might also investigate movements of other minority groups. They should compare them in terms of goals, tactics, and degree of success with those of the Negro movements.

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42. Lead from the discussion of possible reactions of the white community into a discussion of what the majority might do to try to reduce prejudice and discrimination. Say: If the majority really wants to bring about greater equality, what kinds of action might it take individually and collectively? What kinds of action might be most likely to reduce prejudice? to reduce economic discrimination, etc.? Have pupils make proposals for courses of action which might be taken. They should also set up hypotheses about possible consequences of each suggested course of action. And they should list the value conflicts involved in each. The class might also hypothesize about ways of preventing and controlling riots until greater equality can be achieved.

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If no one suggests some of the proposals which have been tried, advocated, or experimented with, ask questions designed to get pupils to predict the possible consequences of such courses of action. For example, you might say: Some people have thought that greater contact among majority and minority group members would bring about a reduction of prejudice among white people?

students or individuals might also investigate movements of minority groups. They should compare them in terms of degree of success with those of the Negro move-

Use examples from local community if possible.

discussion of possible reactions of the white community of what the majority might do to try to reduce prejudice. Say: If the majority really wants to bring about what kinds of action might it take individually and what kinds of action might be most likely to reduce economic discrimination, etc.? Have pupils make courses of action which might be taken. They should also discuss about possible consequences of each suggested course of action. They should list the value conflicts involved in each. They should also hypothesize about ways of preventing and controlling racial equality can be achieved.

For some of the proposals which have been tried, advocated with, ask questions designed to get pupils to consider the consequences of such courses of action. For example: Some people have thought that greater contact between minority group members would bring about a reduction in prejudice among white people?

- e.g. See Simpson and Yinger, Racial and Cultural Minorities, Chs. 22-23.
Allport, Nature of Prejudice, Ch. 16.
Saenger, Soc. Psych. of Prejudice, Ch. 14.
Report of the National Advisory Commission on Civil Disorders, Part III.
Killian and Grigg, Racial Crisis in America.
Rose and Rose, eds., Minority Problems, Part VI.
Ferman, et. al., eds., Negroes and Jobs, Ch. 6.
Raab and Selznick, Major Social Problems, Ch. 6.

- A. EVALUATES PROPOSALS AND EVENTS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.
 - A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP THEM ACHIEVE THEIR GOALS.
 - S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goals.
 - A. IS SCEPTICAL OF PANACEAS.
- B. Various kinds of efforts have been made reducing discrimination.
 - 1. Some favor further legislation to red and legal discrimination.
 - 2. Some argue for massive appropriations group members overcome the effects of
 - 3. Most believe that businessmen and oth the community must take constructive is to be accomplished; they believe t action is not sufficient.
 - a. Businessmen have undertaken projec opportunities and training for men groups.
 - b. Church groups have undertaken proj Whites and Negroes together for co to solve community problems.
 - c. Schools have undertaken a number o to improve conditions.
 - d. Individuals have worked together i to try to open up lines of communi those who have suffered from distr
 - e. Local and state governments have s commissions to investigate discrim have also introduced sensitivity t for government workers and policem

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- B. Various kinds of efforts have been made and proposed for reducing discrimination.
1. Some favor further legislation to reduce social, economic, and legal discrimination.
 2. Some argue for massive appropriations to help minority group members overcome the effects of past discrimination.
 3. Most believe that businessmen and other people within the community must take constructive action if much is to be accomplished; they believe that legislative action is not sufficient.
 - a. Businessmen have undertaken projects to increase job opportunities and training for members of minority groups.
 - b. Church groups have undertaken projects to bring Whites and Negroes together for cooperative efforts to solve community problems.
 - c. Schools have undertaken a number of programs to try to improve conditions.
 - d. Individuals have worked together in special programs to try to open up lines of communication and help those who have suffered from discrimination.
 - e. Local and state governments have set up human rights commissions to investigate discrimination; they have also introduced sensitivity training programs for government workers and policemen.

What would you predict would be the result? Do you think the results would be the same in all kinds of contact situations? Why or why not? What kinds of contact situations do you think would be most likely to lead to a reduction of prejudice? Have pupils set up hypotheses and then deduce if-then statements which might be used to guide the collection of data to test these and the hypotheses they established earlier.

Now have the class use a variety of sources of information to try to investigate the possibilities of each course of action which they have proposed. You might also direct their attention to other courses which have been proposed. Pupils should collect any data available about how similar courses of action have worked in any section of this country or in any experiment. Again, the class can divide up into groups for this work, or you may wish to have all of the class investigate some of the proposals and have individuals or small groups investigate others.

The class as a whole should consider the alternative courses of action after they have studied the probable consequences of each. They may wish to reject one or more because of evidence which they have found about how similar courses of action have operated in the past or because of experiments which have been conducted. The class should discuss the probable consequences of the different courses of action in some detail.

S. Having determined the causes of a social problem, scrutinizes possible courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal.

C. Many communities have engaged in a multi-problems of reducing discrimination, preventing prejudice, and trying to open up communication between the white and the black. Lines of communication seem to facilitate action.

- A. HAS A SENSE OF RESPONSIBILITY FOR TAKING INFORMED ACTION ABOUT PROBLEMS CONFRONTING THE NATION.
- A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.
- A. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.
- A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

the causes of a
rutinizes possible
evaluates them in
values, lists argu-
ment each proposal,
course of action which
to prove helpful in
achieved goal.

- C. Many communities have engaged in a multi-approach to the problems of reducing discrimination, preventing violence, reducing prejudice, and trying to open up lines of communication between the white and the black community. Such lines of communication seem to facilitate other kinds of action.

RESPONSIBILITY FOR
ACTION ABOUT PROBLEMS
ACTION.

THE RIGHTS OF

POSSIBILITIES OF
CONDITIONS.

INDIVIDUALS, NOT
PARTICULAR GROUP.

THE FREE EXAMINATION
OF RECORDS AND DATA.

43. The class should be sure to consider any current proposals for a general community attack upon problems of prejudice and discrimination. They should investigate the proposals and what has been or is being done, (They may use newspaper articles, interviews, outside speakers, etc.) Then they should analyze the pros and cons of the proposals in class.

Class members may well differ as to whether or not they think any action should be taken in the local community. However, pupils who think that something might be done, can be encouraged to take action to help carry out any course which they believe would be appropriate. Even if class members do not agree to any particular course of action or if no students wish to engage in other kinds of action, the teacher may wish to at least encourage some kind of action to open lines of communication between these young people and people of other groups. This can be done in part as a means of investigating further the points of view of other groups. However, it may also have some effects upon pupils' attitudes, particularly if the teacher pays some attention to the research which has been done on the types of contact most likely to promote a reduction of prejudice.

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- * Easy reading.
 - # Difficult reading.
 - x Varied levels for different selections.
 - * Demands maturity as well as reading ability.

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