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

HIGHERITIES IN AFRICA: PILOT UNITS FOR A SEMI-HIGH SCHOOL ELECTIVE COURSE

Approved:
Superintendent's Cabinet
August 4, 1969
During the spring and summer of 1969, groups of teachers worked on developing 15 social sciences courses of study. The documents prepared by the teachers are not intended to be final drafts but represent the first stage in a continuing curriculum development program. Teachers and students will be involved in the revision of the courses of study during the school year.

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

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

The teachers who helped prepare this course of study are:

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

Others who gave valuable assistance:

George Crapo, Castlemont High School
John Hayward, McClymonds High School
Mrs. Ida LeBlanc, Oakland Technical High School
The following considerations have been used as guides in changing the social sciences curriculum in Oakland:

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

- Students must be actively involved in the learning-teaching process. Techniques must be developed and used to provide opportunities for students to participate in the teaching-learning process.

- Curriculum development must be a continual process. As our knowledge increases, and concepts change, and settings become irrelevant, the curriculum must change.

- Teachers, students, and members of the community must be involved with curriculum change.

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

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

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

The department is committed to experiment with new materials and teaching techniques. We must evaluate the new material and fit what works for Oakland into our curriculum.
Generally speaking, the emphasis in the traditional social studies curriculum has been on the subject matter. An assumption on the part of many teachers was that students would or should, on their own, see significance, draw conclusions, and develop their values from the acquired knowledge. Today, social studies teachers realize the importance of instruction in critical thinking, inductive and deductive logic, analysis and formulation of values, and skill development.

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

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

INTRODUCTION

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

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

Teachers are encouraged to involve students in the design and construction of their courses. The unique talents of both teacher and students, and the particular chemistry of each class, are the most important resources of this course, and it is from their interaction that a newer, better course will evolve.
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UNIT: THE MULTI-ETHNIC SOCIETY
I. Race, Race Concepts, and Common Fallacies

CONTENT

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

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

What are the facts about race?

CASE STUDIES

Show film: Common Fallacies about Group Differences

Films: Exploring the Myths about Prejudice

ASSIGNMENTS, ACTIVITIES

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

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

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

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

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

Readings: Negro Views (AEP) pp.17-52

SHS 12: General Conclusions on Race, p.17ff
UNIT: THE MULTI-ETHNIC SOCIETY

II. Boundary Lines, Prejudice, and Stereotypes

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<td>How does our society draw boundary lines?</td>
<td>America</td>
<td>Show film: Boundary Lines</td>
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<td>How do other nations draw boundary lines?</td>
<td>Brazil</td>
<td>Show film: The Vanishing Negro</td>
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<td>South Africa</td>
<td>Show film: Black and White in South Africa</td>
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<td>Contrast concepts of race, &quot;colored,&quot; &quot;Negro,&quot; etc.</td>
<td>Mass media</td>
<td>Students do three-column comparison chart of three nations.</td>
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<tr>
<td>What is a &quot;stereotype?&quot; What examples of stereotypes are commonly perpetuated in school, mass media? What are &quot;snarl words&quot; and &quot;purr words?&quot;</td>
<td></td>
<td>Students discuss boundary lines at own school.</td>
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<td>Show film: High Wall</td>
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<td>Students cut out examples of stereotypes from newspaper ads, magazines, etc.; e.g., Frito Bandito.</td>
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## UNIT: THE MULTI-ETHNIC SOCIETY

### II. Boundary Lines, Prejudice, and Stereotypes (continued)

#### CONTENT

- **CASE STUDIES**
  - Filmstrip: Exploding the Myths of Prejudice

#### ACTIVITIES:

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

- **Poems:** "Can a Nigger love a Honky?"

- **Scrapbook:** gather articles, pictures from mass media

- **Cartoons:** gathered, or drawn by students on this theme

- **Posters:** prepared for class, or school bulletin boards

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

- **Records:** ethnic humorists: Gregory, Wilson, Sherman

- **Music:** folk songs of all minorities

#### ASSIGNMENTS, ACTIVITIES

- **Races of Mankind**
  - General Conclusion about Race, SHS 12, p.17

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

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

- **Roots of Prejudice, SHS 13S (i.e.:ican-American), pp.25-31**

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

- **Tests of Toleration, Religious Freedom (AEP), pp.1-5**

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

- **Lecture: The Authoritarian Personality**

- **Attitudinal Questionnaire:** given at beginning and end of unit or semester, one source: "Black and White in America," Time-Life, Brink and Harris, 1963
UNIT: THE MULTI-ETHNIC SOCIETY

III. The "Melting-Pot" vs. Cultural Pluralism

CONTENT

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

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

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

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

Concepts: melting pot

CULTURAL PLURALISM

culture, cultural conflict

ASSIMILATION

CASE STUDIES

Colonial America

Immigration Policy

Mexican-Americans

Chinese-Americans

Japanese-Americans

Indians

Immigrant Minorities

ASSIGNMENTS, ACTIVITIES

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

Film: Strangers in a Strange Land
Ishi in Two Worlds

Immigration Policy

Mexican-Americans

Chinese-Americans

Japanese-Americans

Indians

Immigrant Minorities

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

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

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

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

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

AEP, The Immigrants' Experience, John Nichols, p.43ff. The Passing of the West End, p.20ff
UNIT: THE MULTI-ETHNIC SOCIETY

III. The "Melting-Pot" vs. Cultural Pluralism (continued)

CONTENT

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

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

CASE STUDIES

Films: The Inheritance

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

Films: The Inheritance

Films: A Nation of Immigrants--

ASSIGNMENTS, ACTIVITIES

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

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

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

- SHS 12, Early Treatment of Chinese
- Anti-Chinese Legislation

- Amherst: Minorities and Prejudice

- EP, The Immigrants' Experience
- Immigration Law to 1924
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- SHS 12, Early Treatment of Chinese
- Anti-Chinese Legislation

- Amherst: Minorities and Prejudice
UNIT: MINORITY EXPERIENCE IN AMERICA

I. THE AMERICAN PROMISE AND CONTRADICTIONS IN AMERICAN IDEALS

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

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

Contrast Forten and Frank.

Compare Truth and Vanzetti for language effectiveness.

Compare Walker and Joseph.

Contrast Lazarus poem with 1924 Immigration Law.

CASE STUDIES
Preamble to Declaration of Independence
Preamble to Constitution, 11th Amendment
Frederick Douglass', "What is Your 4th of July to Me?"
Sojourner Truth's, "Ain't I a Woman?"
Learned Hand's, "I am an American"
Chief Joseph's appeal to government
Charlotte Forten's, "A Better, Brighter Day"
David Walker's, "Appeal"
Martin Luther King's, "I Have a Dream"
Vanzetti's address to the court
John F. Kennedy's call for equal rights
Lyndon B. Johnson's, "We Shall Overcome"
Emma Lazarus' poem at base of Statue of Liberty

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

Black Voices (SHS 1B)

Katz, pp.136-137

Amherst: Minorities and Prejudice, pp.104-105

Katz, p.137

Katz, p.171

Katz, p.503

Katz, p.513

AEP, The Immigrants' Experience (part)
UNIT: MINORITY EXPERIENCE IN AMERICA
II. The Disinherited

CONTENT
Comparison of classic removal, relocation and/or internment episodes in American history of several minority groups
Examination of government policy, individual and government hypocrisy, duplicity, and inhumanity
Examination of motives, effects of mass emotion, mass media
Response, leadership, division within the group
Criticisms expressed, contradictions of American ideals
Courage, misery, and humanity in eyewitness accounts

CASE STUDIES
Chickasaw removal, 1831
Cherokee relocation, 1838
Japanese-American "relocation," 1942
The Passing of the West End
Negro "Exodus," 1879
Nez Perce, 1877
Navaho
Seminoles, 1836

ASSIGNMENTS, ACTIVITIES
SHS 12, pp.75-80
SHS 12, pp.72-74, 82-86
Amherst: Citizens Behind Barbed Wire
Amherst: Minorities and Prejudice, pp.83-88
Films: The Challenge
The Constitution and Military Power
8mm Japanese relocation
Amherst: Minorities and Prejudice, pp.50
Amherst: Minorities and Prejudice, pp.52-54
SHS 12, p.81

Students write simulated eyewitness accounts of one or more episodes:
newspaper stories, editorials
See Life Magazine, April 6, 1942 on Japanese Relocation.
## III. The Immigrant Experience

**CONTENT**

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

1. The crossing
   - The "Middle Passage" of the slave trade
2. Life of new immigrant
   - The Uprooted (general 1900)
   - Case Study: San Francisco
   - Case Study: Irish in Boston
3. The job
   - The Job (Jewish peddler)
   - Case Study: Working Girls
   - Jacob Niis, 1890
   - Immigrant Businessman
4. The tenement
   - The Tenement (Jews in New York City)
   - The Uprooted
   - The Irish in Boston
   - The Negroes in Big Cities
5. The family
   - a. The Breakup of Families
   - b. Second Generation
   - The Breakup of Slave Families
   - The Case of John Nichols

**CASE STUDIES**

- The Crossing
- The Uprooted (general 1900)
- San Francisco
- Irish in Boston
- 1840's
- Puerto Ricans in New York (1950's)
- The Job (Jewish peddler)
- Working Girls
- Jacob Niis, 1890
- Immigrant Businessman
- The Tenement (Jews in New York City)
- The Uprooted
- The Irish in Boston
- The Negroes in Big Cities
- The Case of Joseph Revesz
- Breakup of Slave Families
- The Case of John Nichols

**ASSIGNMENTS, ACTIVITIES**

- AEP, The Immigrants' Experience, pp.6-9
- Katz, Chapters 1 and 2
- AEP, Black in America - Vassa account, pp.15-16, 32-33
- Film: 8mm, Ellis Island
- Amherst: Minorities and Prejudice, pp.28-34
- Amherst: Minorities and Prejudice, pp.38-42, 42-45
- AEP, The Immigrants' Experience, pp.15-19
- Amherst: Minorities and Prejudice, pp.34-35, 35-38
- AEP, The Immigrants' Experience, p.43ff
- AEP, The Immigrants' Experience, p.10ff
- AEP, The Immigrants' Experience, p.10ff
- Koerner, U. S. Riot Commission Report, Chapters 6, 7, 8
- Film: The Tenement available through B'nai B'rith, San Francisco office
- AEP, The Immigrants' Experience, p.30ff
- Katz, p.111ff
- AEP, The Immigrants' Experience, p.43ff
UNIT: VIOLENCE IN AMERICA
I. Racial and Minority Riots

CONTENT
Examination of the causes behind racial or ethnic violence

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

CASE STUDIES

Newark, Detroit or others, summer, 1967
Chicago, 1919
Los Angeles Pachuco-military, 1943
Watts, 1965
Draft Riots, New York City, 1863
Little Rock, 1956
Alton, Illinois, 1837
(Lovejoy murder)
California, 1849, 1851
(hanging of Juanita)
1913, Hop Field Riot
1942, Sleepy Lagoon
Springfield, 1907
Indian "massacres"

ASSIGNMENTS, ACTIVITIES

Black and White: Horace Morris (Newark)
Cuban: Negro in America
Katz, Eyewitness, p.411ff
SHS 138 (Mexican-American) pp.1-24
Why Watts?
Amherst: Minorities and Prejudice, pp.56-63
Black and White: Elizabeth Eckford
Amherst: Minorities and Prejudice, pp.92-95
SHS 138 (Mexican-American) pp.25-47
Katz, Eyewitness, p.365ff
Amherst: Minorities and Prejudice in America, pp.43-56

Audio-Visual
The New Hood
A Time for Burning--B'nai B'rith, San Francisco office
UNIT: PROTEST

1. Leadership, Organizations, Philosophies

CONTENT

Study of types of leaders within minority groups

Comparison and contrast of methods and philosophies from revolution to non-violence, direct action to accommodation

Contributions of individuals

Historical development of organizations and their goals, structure, and contributions

Mass movements: psychology and history

CASE STUDIES

Use Afro-American leadership as basic model.

Nat Turner, Denmark Vesey, (Osceola, Chief Joseph), Frederick Douglass, David Walker, W.E.B. DuBois, Marcus Garvey, Malcolm X Compare and contrast: Garvey Washington Malcolm X DuBois Martin Luther King, Jr. Compare and contrast: NAACP and Urban League (B'nai B'rith) Martin Luther King, Jr., and Cesar Chavez Black power advocates and brown power advocates Montgomery Boycott and Delano strike Development of Black Nationalism Garvey, Black Muslims, Black Panthers Study Civil Rights Revolution (1954-1964) Compare ideas of leaders; e.g., Baldwin, King, and Malcolm X. Compare black attitudes: ghetto, middle-class, leadership. Compare labor organizations and civil rights organizations. Analysis of Quakers, Thoreau, Gandhi, Martin Luther King, Jr., Cesar Chavez

ASSIGNMENTS, ACTIVITIES

In addition to normal materials, note the following:

Gentle Revolutionaries, SHS typescript Malcolm X Speaks, "Mexican-American handbook, pp.69-71 Black and White (HS), Percy Sutton Books--particularly Martin Luther King's, Why We Can't Wait and Delano, by John Gregory Dunne Several films, particularly those listed below, plus "The Weapons of Gordon Parks"

Film: The New Mood Film: American Promise, I and II Film: Walk in My Shoes Film: The Inheritance Letter from Birmingham Jail
UNIT: LIFE IN THE GHETTO

I. Poverty

CONTENT

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

To examine several ethnic groups and the ghetto experience

To examine the poverty cycle-jobs, housing, education

To place the ghetto in historical perspective

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

To contrast the Negro experience with other immigrant groups

CASE STUDIES

The Negro Family

Newark, or Detroit

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

West Coast: Chinese-American or Mexican-American

Indians

ASSIGNMENTS, ACTIVITIES

Hoynihan, The Negro Family

Koerner, U. S. Riot Commission Report

AEP, The Immigrants' Experience

The Tenement, pp.10-15

AEP, Negro Views of America

Youngers Buy a House, pp.25-33

Readings in minorities

Chinatown, pp.48-49

Mexican-American Unit I

Mexicans are Dirty, p.64

Native Americans (Forbes) pp.8-12

Black and White

Story of Ernest Chambers

Amherst: Ghetto

Films:

Flavio

Weapons of Gordon Parks

The Inheritance

Portrait of Inner City

Portrait of Disadvantaged Child

Photo scrapbook of aspects of poverty

Class writes poems on aspects of poverty.

Students present analyses, one statistical aspect in graph, chart, or table form.
UNIT: LIFE IN THE GHETTO
II. Jobs

CONTENT

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

To analyze factors that create the above

Teachers might develop vocational unit from this springboard.

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

Readings:

Case of John Nichols in The Immigrants’ Experience

Black and White, Robert Johns

Mexican-American I, Wobblies in Wheatland

Moyyihan, The Negro Family


Negro Views: Black Boy

Films: A Morning for Jimmy

Weapons of Gordon Parks

They Beat the Odds

Walk in My Shoes

The Inheritance
UNIT: LIFE IN THE GHETTO

III. Street Life

CONTENT

To explore the nature of street life—why it's here, how it operates, positive and negative aspects

Effects of ghetto on self-concepts, gang life, alienation from school

CASE STUDIES

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

ASSIGMENT. ACTIVITIES

Assignments, Activities

Autobiography of Malcolm X
Manchild in the Promised Land
Weapons of Gordon Parks
Black and White—also in film,
Losing Just the Same
Negro Views of America

Films: Felicia
Walk in My Shoes
Weapons of Gordon Parks
Portrait: Disadvantaged Child

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

Poems, plays, and posters on street life

Students write descriptions in the vernacular similar to Adam Henry and Robert Johns.
UNIT: LIFE IN THE Ghetto
IV. Schools and Education

CONTENT
To explore the inner-city school
To examine the educational problems and programs
To analyze the successes and failures of urban schools
To examine desegregation problems

CASE STUDIES
To examine the inner-city school
Oakland
Student's school

To examine educational problems and programs
Plessey vs. Ferguson
Brown vs. Board of Education
1954 to present

ASSIGNMENTS, ACTIVITIES
Visit Board of Education

Films: No Easy Answers
Portrait: Inner-City school
Portrait: Disadvantaged Child

Readings:
Elizabeth Eckford (Little Rock) in Black and White
Mexican-American Handbook, pp. 77-81
Negro Views: Johnnie Scott

Up the Down Staircase
To Sir with Love
The Way It Seems to Be

Student-oriented discussions on inner-city schools

Play acted by students under title, "School is a Bore"

Role-playing exchange between teacher and student

Songs of protest written by students
UNIT: LIFE IN THE Ghetto
V. Captive Markets

CONTENT

To examine the economic and exploitive aspects of the ghetto

Research project: comparison shopping

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

ASSIGNMENTS, ACTIVITIES

CASE STUDIES

Moynihan, The Negro Family

Kerner, U. S. Riot Commission Report

Negro Views, p. 52, Meeting the Market

Look Magazine, January 1, 1969

Students price foods, etc., in two different neighborhoods

Selection from Hanchild

Youngers Buy a House in Negro Views (from Raisin in the Sun)
UNIT: LIFE IN THE GHETTO
VI. Urban Renewal

CONTENT

Problems of slums--the need for urban renewal

Problems of urban renewal--planning, opposition, rents

A look at the future

ASSIGNMENTS, ACTIVITIES

CASE STUDIES

The Immigrants' Experience,
The Passing of the West End

Negro Views,
Adam Henry

Minorities and Immigration,
Jewish Community

Black and White,
Ernest Chambers

Mexican-American Handbook,
Mexican Way of Life

Film: Megalopolis

Students do drawings, cut out, take photos of slum conditions, visit renewal projects (Acorn, etc.). Department of City Planning, architecture of college, etc.
UNIT: LIFE IN THE GHETTO
VII. Crime
   Police and Community Relations

CONTENT
To present the statistics on crime, by crime, by ethnic group
Examination of cause of crime
Examination of attitudes toward law enforcement officers

CASE STUDIES

ASSIGNMENTS, ACTIVITIES
Moynihan, The Negro Family
Visits to Oakland municipal court, Police Department
Visits to classroom by law officers
Discussions: student court, school rules, etc.
Numerous recent articles on police-community relations, etc.
Teacher might develop a unit on Bill of Rights, due process, etc.
UNIT: THE FAMILY
I. Self-Concepts
II. Sex Roles
III. Caste and Class
IV. Peer Groups
V. Youth Looks at Our World

CONTENT

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

CASE STUDIES
Robert Lee Johns
Adam Henry
Johnnie Scott
Ernest Chambers

ASSIGNMENTS, ACTIVITIES
Black and White
Negro Views
Negro Views
Black and White

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

Role differentiation:
The Negro family
The problems
The historical development
The pathology

The Mexican-American
Chinese social structure
Indians

The operation of caste and class

Value Conflicts
Mexican and Anglo

Mexican-American I, pp.49-53
Minorities and Immigration, pp.32-37
Minorities and Immigration, also
Patterns of Culture, Benedict
UNIT: THE FAMILY
I. Self-Concepts
II. Sex Roles
III. Caste and Class

CONTENT
Peer groups: identity
rules
conformity
purpose

The gang

Youth Looks at Our World

CASE STUDIES
Films: Felicia
That’s He
Willie Catches On

Films: Felicia
That’s He
Portrait of Disadvantaged Youth
A Horning for Jimmy
Willie Catches On
(Flavio)

ASSIGNMENTS, ACTIVITIES
The Kid Who Had a Thing for Lincoln's
West Side Story
Mexican-American I, Zoot Suit
Spanish-Speaking Groups

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

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

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

Treatment of the Eastern Tribes

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

Facts about Indians

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

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

Audio-Visual:

- Films: Ishi in Two Worlds
- Strangers in a Strange Land
- Indians of the Plains
- Indian Influences
- Navaho Children
MATERIALS LISTED BY MINORITY

I. The Disinherited: Indians (continued)

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

II. Religious minorities

Toleration-Analogy Case: Trouble at Lone Pine Camp Religious Freedom AEP Unitbook (entire)
The Bible Commonwealth (Puritans)
Building the "Wall" (First Amendment and other protections)
The Amish: The Case of Sharon Garber
Jehovah's Witnesses: The Case of Jesse Cantwell
Atheists: The Case of William Murray

The Quakers in Puritan New England
The Mormons and the 19th Century Westward Movement
The Catholics: 1834 and 1924 The Jews in 20th Century America
The Atheist The First Amendment

Adjustment for Survival (Jews in Concentration Camps) SHS 88
The Jews and Immigration JHS 12 Readings on Minorities and Immigration, pp.102-106

Audio-Visual: Anne Hutchinson
(The Tenement Jews in City) AEP, The Immigrants' Experience
(The Job Circa 1900 )
MATERIALS LISTED BY MINORITY

III. Japanese-Americans

Japanese Relocation

Japanese Cultural Traits

Assimilation or Pluralism

Citizens Behind Barbed Wire (Japanese Relocation)

Audio-Visual:

Films: Constitution and Military Power

Japanese Family

Strangers in a Strange Land

Japan

The Challenge

SHS 12 Readings on Minorities and Immigration, pp.25-31

Amherst

III. Japanese-Americans

Japanese Relocation

Japanese Cultural Traits

Assimilation or Pluralism

Citizens Behind Barbed Wire (Japanese Relocation)

Audio-Visual:

Films: Constitution and Military Power

Japanese Family

Strangers in a Strange Land

Japan

The Challenge

SHS 12 Readings on Minorities and Immigration, pp.25-31

Amherst

Japanese Cultural Traits

Assimilation or Pluralism

Citizens Behind Barbed Wire (Japanese Relocation)

Audio-Visual:

Films: Constitution and Military Power

Japanese Family

Strangers in a Strange Land

Japan

The Challenge

SHS 12 Readings on Minorities and Immigration, pp.25-31

Amherst

IV. Chinese-Americans

Chinese Social Structure

Chinese People in America

Chinese Food

Chinese Movies

Early Treatment

Anti-Chinese Legislation

Contributions

Fact Sheet

The Chinese-Americans

Immigration Policy to 1924

Audio-Visual:

Films: Strangers in a Strange Land

Canton West

Faces of Chinatown

SHS 12 Readings on Minorities and Immigration, pp.32-71

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

AEP, The Immigrants' Experience, pp.27-29
MATERIALS LISTED BY MINORITY

V. Mexican-Americans

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

Mexican Immigration and Culture

Brown Power: The Gentle Revolutionaries, from Human Relations office
Delano: Time Magazine Article, July 6, 1969, from Mr. Ken Hatheson's office, extension 875, 884, 885

Significance
Heritage (historical review)
Way of Life

Audio-Visual: None
Harvest of Shame

Resources: Chicano! Bibliographic materials
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<th>Immigrant Minorities</th>
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<td>The Uprooted (general life of immigrant circa 1900), pp.28-34, Amherst: Minorities and Prejudice in America</td>
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<td>The Golden Door--Lazarus poem and 1924 Immigration Law, pp.45-47,</td>
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<td>The Golden Door, pp.4-5, AEP Harvard Series, The Immigrants' Experience</td>
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<td>Immigrant Hardships, pp.6-25</td>
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<td>The Crossing</td>
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<td>The Tenement (from Jews Without Money)</td>
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<td>The Job (Jewish Peddler's Diary)</td>
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<td>The Passing of the West End (urban renewal, Italian-American)</td>
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<td>Immigration Restriction, pp.27-42</td>
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<td>The Case of Joseph Revesz (families separated)</td>
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<td>Three Views of Restriction: Race, Nationality and Worth</td>
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<td>Overview: Immigration Policy, 1924-65</td>
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<td>Child of the Immigrant, pp.43-59</td>
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<td>The Case of John Nichols</td>
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<td>Analogy: Norman Cutler</td>
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<td>Italian Immigration, pp.96-98, Readings on Minorities and Immigration, SHS 12</td>
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<td>Southern Italian Culture, pp.98-99,</td>
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<td>The Polish Immigrant, pp.100-101,</td>
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<td>The Jews and Immigration, pp.102-107,</td>
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<td>Audio-Visual: Strangers in a Strange Land</td>
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<td>That's in</td>
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<td>We Came to America (5th grade up)</td>
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<td>A Nation of Immigrants, and The Tenement--available through B'rith, San Francisco office</td>
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<td>Immigration</td>
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BLACK HISTORY/MINORITIES READING LIST
(FULL OR PARTIAL CLASS SETS)

Basic Materials

AEP (Harvard Series) Black In America.
AEP (Harvard Series) The Immigrants' Experience.
AEP (Harvard Series) Negro Views of America.
Cuban. The Negro in America.
Forbes, Jack. Afro-Americans in the Far West.
Forbes, Jack. Native Americans of the Far West.
Koynihan. The Negro Family.
Viewpoints U3A. What Direction for the Negro in America?

SHS Transcript Readings available in most schools

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

Additional Typecripts and Readings not available in most schools

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

Audio-Visual

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

Office of Human Relations: See Bibliography of Readings available

  e.g., The Black Revolution (five pages from Malcolm X Speaks)
  The Past, Present, and the Future of the Mexican-American
  Black History, Negro History, and White Folk
  Gentle Revolutionaries: Brown Power
TEACHER COMMENTS

Strengths
Weaknesses
Suggested Additional Materials