



## Part 2: Players, Perspectives & Paths of Action

**Introduction:** This activity helps us evaluate a few key people, groups, issues, actions, and effects during Chicago's long public school history to help determine effective strategies of justice and equality.

**Directions:** 1) Identify and briefly summarize three (3) events from the reading. Be sure to look at the events of 1963 – 64 in the third row. 2) Present accurate information on the problem, course of action, and some results / effects of the strategies in your own words.

Group / People Involved	Issue or problem faced – from their perspective	Strategy(ies) used to address problem	Results of their actions	Your point of view on the issue and strategy used
1 (any)				
2 (any)				
3 (1963 – 64)				

## Part 3: Reflections on School Issues and Strategies Past, Present, and Future

1) Which issue and strategy were you most interested in or surprised by studying and why? Does this strategy seem relevant today? Explain.

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2) What historical inequities or problems in Chicago schools do you think still exists today? Describe these on the lines below. Then target one for action.

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Your Target Issue:

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3) What four (4) strategies would you use? Place them in a logical order by what makes sense to focus on first, then what comes next (A – D).

A. \_\_\_\_\_

C. \_\_\_\_\_

B. \_\_\_\_\_

D. \_\_\_\_\_