

## Unit 4 – The Power of Civil Society

### Module 2: The Chicago Public School Boycott of 1963-64

#### Lesson 2: Analysis of Movement Strategies

#### Introduction

Today's class includes an **option** to either read for most of the duration or use only the first 25-30 minutes for reading primary source documents. The reading packet contains materials for 2-3 class periods and encourages students to analyze key social, economic, and political events in Chicago's history of public schools (cause/effect) in order better understand why the boycotts by mostly Black students of 1963-64 transpired. They will also document movements for change in Chicago Public Schools over time.

#### Concepts

- Enduring Understandings - Individual citizens can and do access power and affect change through participation in civic society. Individual citizens and groups participating in movements and organizations continually shape and re-shape American society.
- Essential Question - What are the conditions under which social movements emerge to address an injustice? How do citizens participate effectively in a democracy?

#### Student Outcomes

- Skills - Gather relevant information from authoritative sources to complete a research project. (RH12.9)  
Determine and analyze strategies organizations use to address social justice issues. (RH12.2)
- Dispositions - Embrace that the process of change entails struggle.

#### Objectives

- SWBAT hypothesize about the root causes that led to the massive 1963-64 student boycotts
- SWBAT pinpoint 2 to 3 root causes that led to the 1963 boycotts
- SWBAT summarize key information on the historical root causes of modern education inequalities

#### Time

50 minutes (2 of 5 in the module)

#### Materials

- Main Reading Packet
- **Handout 2:** Reading comprehension graphic organizer
- **Video,** *'63 Boycott*, Kartemquin Films (or *Walkout*)

#### Procedure

- Ask students to re-cap their learning from Day 1 by sharing an important point they learned. Learning may include highlighted statements from the texts, underlined words, and/or students' own summaries. (5 minutes)
- Continue reading the main packet. Ask students to highlight or underline key points and important words. Encourage them to begin completing the reading comprehension graphic organizer (Handout 2) as they read. If the reading is going well, consider continuing for the duration. If students are ready for a discussion, continue with the next step below. We recommend that you use a close reading strategy that you have used with other documents in this course. (20 minutes)

- Hold a **Socratic Seminar or fishbowl discussion** with a group of students prepared to participate. Ask those students to respond to the following text-based questions (below) while the other students take good notes, even completing parts of Handout 2. (20 minutes)
- Ask a few students to report a few pieces of information they are most moved, intrigued, or concerned about. (5 minutes)

### **Closure**

Encourage students to read further at home – reminding them to highlight key points of information and mark important vocabulary words. Their investigations into the past will help them better understand their own school system and how people have worked to improve the educational system for all students. They will be expected to identify 15 strategies of social justice change by the next class. Although they will not be expected to memorize all 15 strategies (plus ones they may brainstorm), they should get more familiar with them all. Seeing multiple strategies, not just a few, offers students a broader vision and understanding of the MANY WAYS to impact their world. It is empowering to know that there are many ways to be involved in social justice change – including more ways than is listed in the reading.