

Unit 4 – The Power of Civil Society

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

Lesson 3: Strategies for Change

Introduction

Today's learning centers around becoming familiar with **15 strategies** for social justice action in preparation for a fun activity (Group Charades) tomorrow and a more informed culminating analysis the day after. Using history as a guide, students will be able to document movements for change in Chicago public schools over time. This will give them the context to better understand the calls for massive school boycotts and movement-building as well as provide students with motivations to make connections to their own lives. They should be nearing the end of reading this packet. For those students that are ahead, they can read the articles provided in the appendix – with a few questions you may assign them.

When people reach their limits, they will often take action. These actions often produce a greater common good when they are both collective and constructive. There are many strategies for social justice action – and most movements must employ various strategies if they are to be successful in gaining the changes sought. A movement for change may have temporary fervor (e.g., school boycotts), yet it can generate lasting, sometimes completely different, and greater, results than were originally intended.

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 Questions - 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. Believe that an individual citizen can influence power through participation.

Objectives

- SWBAT pinpoint 2 to 3 root causes that led to the 1963 boycotts (cause / effect).
- SWBAT summarize key information on the historical root causes of modern education inequalities.
- SWBAT identify and list 15 or more strategies for change implemented by community members over time.

Time

50 minutes

Materials

- **Main Reading Packet**
- **Handout 2:** Reading comprehension graphic organizer
- **Handout 3:** Strategies for Social Justice Action

Procedure

- In pairs, brainstorm strategies that people or groups use to bring about social justice.

- Ask students to **re-cap** their learning from Day 2 by sharing an important point they learned the day before; this includes highlighted statements, underlined words, and/or students' own summaries.
- Continue **reading** the readings from the module. Ask students to highlight or underline key points and important words. Encourage them to continue completing the reading comprehension graphic organizer (*Handout 2*) as they read. **Recommendation:** Use close reading strategies or silent reading.
- Facilitate a small group report out using *Handout 3, Part 1*. Students will recap as many strategies as they can find from the reading. Encourage them to look closely at pgs 6, 7, 9, 10, and 11. There are at least 15 strategies if we count both general and specific strategies used over the years. Walk through the room visiting with students, ensuring they are studying, asking them task-based questions, and answering any questions they may have. The student list should include the following:

pg 12: Black parents ignore racist law as still send children to White school (resist unjust laws)

pg 13: Petition for redress of wrongs (various ways)

pg 13: Lobbying (in person or through surrogate)

pg 13: Peaceably assemble

pg 13: Organize campaigns or elections

pg 13: Establish independent press - journals and newspapers (e.g., Ethnic presses)

pg 13: Seek coverage in mainstream press (e.g., White press)

pg 13: Boycott (repeated on pg 11)

pg 13: Picket (repeated on pg 11)

pg 13: Force way into official premises (sit-in / takeover)

pg 19: Take legal action (file a lawsuit, an injunction, seek a moratorium, etc.)

pg 19: Conduct civil disobedience leading to an arrest

pg v: Raise independent funds for a cause (Students Take Action)

pg v: Advocate against injustice by seeking legislative changes (Advocates Call Attention to Injustice)

pg v: Advocate for desired curriculum changes (Community Demands Creative Curriculum)

pg v: Obtain positions of power to *change from within* (Leaders Make Changes from Within)

pg v: Form a group and organize

pg v: Raise consciousness and educate each other

Students may be able to list additional strategies from the reading.

Closure

Encourage students to review and study the 15 to 20 strategies people have used to affect change. Ask them to either ask someone a few questions, conduct more research, or study the reading further in order to gain a better understanding of one or more of the strategies. Add a few of your own appropriate experiences with social justice change, possibly sharing your own social justice issue of interest. Letting students in on your own social justice experiences can be both inspiring and humanizing. You're also modeling for students the course's message of civic/community engagement. Even if you've shared stories throughout the year, this would be a good time as well.