

Unit 4 – The Power of Civil Society

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

Lesson 5: Connections to Today and Tomorrow

Introduction

This one week module encouraged students to analyze key social, economic, and political events in Chicago's history of public schools (root causes and impacts), as well as examine social movements for change, in order to contextualize the events of 1963-64. With a closer look at the 1963-64 boycotts, students can gain an appreciation for a number of strategies and tactics used in the struggle to challenge injustices and improve our communities. Students should now be able to identify 15 or more strategies of social movement action. Now, they are ready to think about using these strategies in their own communities. What issue will each student consider addressing and why? What four (4) strategies would they employ – in a logical order of progression – to make a desired change? There are 3 activities to choose from on this culminating day. You can choose to do one or more or assign some as homework. Be sure, however, to have students revisit their original **hypothesis** from Lesson 1.

Time

50 minutes (class 5 of 5 in the module)

Concepts

- Enduring Understandings - A strong democracy requires citizens who are knowledgeable, active, and able to listen to, understand, and engage multiple perspectives. 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 - How do citizens participate effectively in a democracy? What are the conditions under which social movements emerge to address an injustice?

Student Outcomes

- Skills - Gather relevant information from authoritative sources to complete and present research. (RH12.7)
Determine and analyze strategies organizations use to address social justice issues. (RH12.2)

Objectives

- SWBAT explain 3 to 5 historical inequities or problems in Chicago's schools – and describe targeted actions for change by the most affected community of people (e.g., African-Americans and segregation; teachers and low pay, high class size)
- SWBAT describe a key issue and strategy of most interest *or* surprise and make connections to today.
- SWBAT determine four (4) logical strategies in an order of proposed action.

Materials

- **Reading packet** (for reference)
- **Handout 3** (should be on the 3rd page - *Reflections*)
- **Handout 4** (time permitting – or for advanced students or for HW)

Procedure (you may complete 1, 2, or all 3 of the main activities)

- Write down one word or short phrase that represents your feelings on a) schooling in the past, b) schooling in the present, and c) schools in the future.

- Ask students to revisit their **hypothesis** listed on Day 1 using Handout 1. Encourage sharing and discussion.
- Complete **Handout 3, Part 3**, *Reflections on School Issues and Strategies Past, Present, and Future*
- Organize your students in a circle. Ask students about the biggest problems within urban school. Use the attached Handout 4 which provides some categories to organize their thoughts. Write their responses on the board for all students to see.

Closure

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. There are many ways to address injustices and seek needed changes in society. Conditions call for the use of certain strategies at certain times. A strong democracy requires citizens who are knowledgeable, active, and able to listen to, understand, and engage multiple perspectives.