UFT Makes African-American History Lesson Plans Available

NEW YORK, N.Y. — Copies of a series of lesson plans on African-American History, drawn up by a special United Federation of Teache s Committee, are now available from the United Federation of Teachers.

The lesson plans are the result of more than a year's work by the UFT Committee on African American History, a committee of black and white teachers, headed by Richard Parrish, UFT t easurer, and Joyce Haynes, UFT member.

The book contains more than 50 lesson plans, which may be used from the fifth grade through high school.

According to UFT President Albert Shanker, the plan book was put together because of the need teach- e s have had for a central source for materials on Black history.

He said that the series was "the first comprehensive work on African-American history prepared by teachers and specifically designed for use by teach- e s throughout the country."

Mr. Shanker stated, "These plans represent a beginning step in the development of curriculum materials on African-American history for use in the schools. The next project will involve visual aids to accompany the material just published."

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Board of Education P esident Joseph Monserrat, commenting on a special copy of the plan book which was presented to him, said "it could make a very important contribution to education."

The plan book contains excerpted quotes from a number of authoritative sources in black history, as well as copies of songs and poems authored by African-Americans.

Main headings into which the lesson plans are o ganized include: "Ancient Africa and its Heritage," "Colonial Period," "Slavery in the Old World—and in the New World," "Revolutionary Period," "Giants in American History," "Civil War," "Reconstruction Era," "Major Cont ibutors in the Struggle for Recognition," and "The Ongoing Struggle for Freedom."

Each lesson plan begins by pointing to a topic, suggs-suggesting the purposes of discussing the topic, and giving examples of possible ways to arouse the interest of children. A brief summary of the substantive material to be discussed follows. This section of the lesson may include a quotation from an important historical figure, or a poem by a noted poet. The plans also suggest varying accompanying activities to go with each lesson, and possible follow-up study.

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• • •

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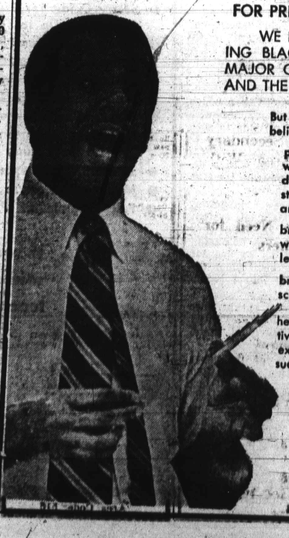

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bring the Black viewpoint to all aspects of school life;

help liberate those Black and racially sensitive whites who may not now feel free to express themselves on the crucial racial issues before us.

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A scope of opportunities for teaching in Providence

PROVIDENCE, R.I. — If present day society may be characterized by the fact that more and more people are constantly searching for a place to live and work where they can have an active and deep involvement in the kind of environment they can enjoy, and where they can help create and share life to the fullest, then Providence offers some special opportunities to those whose goal is teaching.

It is a community where fulfillment of realistic prospects of intellectual and cultural sophistication are limitless because the keystone of the educational community is centered on the Ivy League University and is strengthened by several other colleges where myriad opportunities are featured.

This assures teachers of a wide range of selectivity in continuing to upgrade their professional status and to keep abreast of modern methodology and other trends in education.

• • •

The social and cultural life of the community is vibrant and a wide range of activities are part of an annual arts program.

Centered as it is with its complete network of travel facilities, Providence is ideally located in offering easy access to New York and Boston, as well as in supplementing its own variety of vacationland attractions by linking with the seashore resorts of Cape Cod and Newport, the ski resorts of Vermont and New Hampshire and with the coastal—beauty of Maine.

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Here, you will find that the impact of urban renewal creates an assurance of desirable housing that is within the means of all residents. Inter-city and surburban living are convenient to shopping centers that offer a complete line of necessities and luxuries for everyday living.

Welcome Wagon Hostesses and church affiliated organizations make special efforts to assist newcomers in quickly getting settled and comfortably. The Chamber of Commerce provides many literary guides.

The religious life of Providence epitomizes the concept on which it was founded by Roger Williams and residents will find a cross section of all denominations.

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In the area of education, Providence projects an image of acute sensitivity to the human needs of all and there is a respect for ideas and creativity which permeates the entire school system.

Meaningful interpersonal relationships provide the axis around which the educative process revolves thd provides an atmosphere affording teachers unlimited opportunities to be relevantly functional as well as innovative in their work.

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• • •

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Providence mirrors the profiles of progress and the promise of equal opportunity, coupled with respect for individual talent, educational accomplishments and sincerity of purpose.

—School crisis

(Continued from page 10)

this century: Black Anti-Semitism.

• • •

This came about when the Unit Administrator attempted to transfer 13 teachers and 6 supervisors out of the district.

Ironically, the unit administrator is a legal representative of the superintendent of schools and, according to law, is delegated the same power as the superintendent of schools subject to his veto.

This fact was overlooked since the unit administrator was black and the transferred personnel were white and Jewish.

The white community, regardless of their opposed ideologies, united against the blacks and Puerto Ricans. The leadership of the black community tried in vain to avoid the black v. white issue.

I suggest the transfer of the teachers was not the issue since such transfers were standard operating procedures in the system.

Rather the issues were:

1) **Power and its redistribution.** Blacks and Puerto Ricans were not to have power.

2) **Unionism and money.** Blacks would have control over substantial sums of money and unions that had practiced discrimination would either have to change their policies or be denied the funds that they had access to unchallenged for years through the phony bid system.

3) **Racism.** If the most vulnerable institution the school system, now under attack, fell so would all of the others in time unless they permitted participation by the people.

Though for you, the readers, this story is incomplete, it can still be a plea for you to take a stand, become releveant, be committed so that our black, Puerto Rican, Mexican-American and Indian children throughout the country can become the future productive citizens of our nation.

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