Great Books Foundation and Studs Terkel Radio Archive

Audio Curriculum Pilot

Teacher’s Edition

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About the Great Books Foundation

The Great Books Foundation is an independent, nonprofit educational organization that creates reading and discussion opportunities for all. We believe that literacy and critical thinking encourage reflective and well-informed citizens and that discussion of powerful and enduring ideas promotes empathy, community, and democratic participation.

About the Studs Terkel Radio Archive

The Studs Terkel Radio Archive (STRA) strives to make more meaningful connections between voices from the past and today’s world by providing the public with access to the 5,600+ programs created by Terkel during his 45-year career at WFMT in Chicago. This is done through (1) a curated and searchable digital collection at studsterkel.org with tools for easy exploring, sharing, and reuse, (2) strategic partnerships with media-makers, artists, teachers, students, activists, scholars, and others that encourage creative reuse that speaks to contemporary social concerns, (3) socially-aware curriculum for schools, libraries, and other educational settings, (4) public events, and (5) new original media production derived from the archive produced by the WFMT Radio Network. Above all, the Studs Terkel Radio Archive aims to embody and spread the spirit of Terkel’s beloved mantra: “Curiosity did not kill this cat!”

About the Chicago History Museum

Founded in 1856, the Chicago History Museum (CHM) is the city’s oldest cultural institution. CHM is the proud home of the Studs Terkel Center for Oral History and the Studs Terkel Radio Archive. The Museum’s mission is to “share Chicago stories, serving as a hub of scholarship and learning, inspiration, and civic engagement.” Each year, CHM hosts more than 250,000 visitors and 60,000 K–12 students. In addition, CHM education outreach programs such as Metro History Fair serve another 14,000 students in classrooms throughout the city and suburbs. In 2016, this community work was recognized with the White House awarding the IMLS National Medal of Service.
Introduction

The four lessons presented in this pilot can be explored individually, or they can follow the order suggested here—to stand as a larger unit on protest, civil rights, and workers’ rights. Broad opening questions may be introduced at the beginning of each lesson to preview larger contexts, to anticipate upcoming topics, and to provide links between individual lessons. Consider presenting these opening questions, as well as the closing questions below, at the outset of student discussion, and then returning to them both during and after any of the lessons.

Prior to starting the unit, ask students to record in writing their thoughts about any of these questions, and then have them revisit their writing at its close.

Note: You will notice as you listen to the interviews the common usage of the word Negro to identify African Americans. While this term is now viewed with disfavor by the black community and is little used in common discourse, it was common and accepted at the time by African Americans as well as by other groups.

Who Is Studs Terkel?

Studs Terkel was a Pulitzer Prize–winning journalist whose interviews with everyday people were his hallmark.

Born on May 16, 1912, in New York City, Studs Terkel began his radio career with the Federal Writers’ Project. His hourlong radio program, from which these interviews are drawn, spanned forty-five years and accounted for more than five thousand interviews with prominent figures including artists and writers, filmmakers, politicians, scientists, historians, architects, and civil rights leaders. Terkel also created the television show Studs’ Place, which ran in the late 1940s and early 1950s, and published several books, including Hard Times: An Oral History of the Great Depression, Working: People Talk about What They Do All Day and How They Feel about What They Do, and “The Good War”: An Oral History of World War II.

His interest in the lives and stories of common people was likely rooted in his childhood, when, at age ten, Terkel moved with his parents to Chicago. There, they opened a boarding house and took in people from across the spectrum of human experience. Terkel commented on his talent for relating to others: “I don’t have to stay curious, I am curious, about all of it, all the time. ‘Curiosity never killed this cat’—that’s what I’d like as my epitaph.”

Studs Terkel died in 2008.

Opening Questions

1. Studs Terkel’s interviews were conducted live and broadcast to a large (and invisible) radio audience. As you listen to the interview(s), think about how tone of voice, vocal emphasis, pauses, laughter, and sighs (what Studs Terkel called the “feeling tone”), plus the performative, spontaneous nature of dialogue contribute to your sense of content and meaning. Listen for a moment in any interview where you are particularly aware of these “metalinguistic” elements.

2. In one of the lessons, we encounter the term internalized oppression. One speaker says, “No group of people is so oppressed as one which will not recognize their own oppression.” That is, oppression has become so familiar that people no longer notice it, but rather feels it is natural and deserved. To what extent can you see examples of internalized oppression in groups that are discussed in these interviews, both now and at the time of the interview? How widespread is this blindness to one’s own oppression? To what extent do you see evidence of it in current events?
3. Living in the twenty-first century, we have perspective on the history and ideas of the 1960s and 1970s that was not available to the subjects of these interviews. What questions would you want to have asked any of the subjects of these interviews? What would you tell them about events that transpired in the years since the interview that you think would be most surprising, interesting, and valuable to them? (Pick any one of the interviews if you wish to narrow your focus.)

4. Why did some women fight against feminism and thus, potentially, their own self-interest? Why did some African Americans dislike Martin Luther King Jr.’s methods of protest? Why did some African Americans dislike how the Black Power movement protested unfair treatment in the black community? Why do some workers fight against unionization?

5. In what ways have marginalized groups in modern American history been successful in their attempts to obtain equal rights, and in what ways have they been unsuccessful?

**Closing Questions**

If you plan to present multiple lessons or use all four as a unit, these questions will help students draw broader connections between each of the individual interviews and lessons while bridging to recent and local issues and events affecting communities across the nation. In the context of the presentation of several lessons as a unit, these questions may be shared beforehand to help students organize their inquiry and note-taking and to provide targets for closing discussion or writing. If you plan to use only parts of the unit, these questions may be adapted for reflection on specific lessons and more focused contexts.

1. What approaches and methods have different marginalized groups in modern American history utilized in their attempts to obtain equal rights?

2. How is resistance today different than it was during the civil rights movement and the movements that grew after it, such as the struggle of the farm workers and the women’s rights movement? What are some of the factors that contribute to those differences?

3. Do you think the concepts of nonviolence and of civil disobedience—as expressed by Henry David Thoreau and lived out by Mohandas Gandhi, Martin Luther King Jr., Cesar Chavez, Dolores Huerta, and others—are still important in today’s political scene? Where and how?
This lesson does not presume prior knowledge of the Student Nonviolent Coordinating Committee (SNCC) on the part of students. Of course, it is impossible to know how much any student requires to begin to grasp the historical context of this interview, let alone the fundamental questions that arise from events of that time. The following is a thumbnail introduction to the modern civil rights struggle, and should be expanded as your students and your circumstances require.

**A Brief History of the Modern Civil Rights Movement**

While the struggle of African Americans to achieve equal rights dates from well before the Emancipation Proclamation of 1863, the modern civil rights era arguably began in 1955 when Rosa Parks, a forty-two-year-old seamstress from Montgomery, Alabama, tired after a long day at work, refused to surrender her seat to a white man on a city bus. Her arrest led to demonstrations that in turn galvanized a movement.

A minister named Martin Luther King Jr. spoke out against the Jim Crow laws that Parks had violated, laws that were created in the aftermath of the Civil War to prevent freed slaves from attaining equal rights. His preaching began to garner national attention. A more-than-yearlong boycott of Montgomery city buses brought further attention to the issues facing Southern blacks.

**Emmett Till**

Other incidents contributed to the growth of the civil rights movement. The 1955 abduction and murder of fourteen-year-old Emmett Till in Mississippi enraged the black community and activists across the country. Till was accused of whistling at a white woman in a grocery store. Four days later, the woman’s husband and his half-brother kidnapped Till, beat him, and shot him. The sight of Till’s body at his open-casket funeral and the subsequent acquittal by an all-white male jury of the two white men accused of the killing catalyzed the movement.

**James Meredith**

In 1961, a twenty-eight-year-old black man named James Meredith applied and was accepted to the all-white University of Mississippi—but his acceptance was withdrawn once the university discovered his race. This was in violation of the 1954 Brown v. Board of Education ruling, which required all public educational institutions to desegregate. Meredith therefore filed a suit alleging discrimination and took his case to the U.S. Supreme Court, which ruled in his favor. But when Meredith arrived to register for classes on September 20, 1962, the entrance was blocked. The ensuing riots required five hundred U.S. Marshals, military police, troops from the Mississippi National Guard, and officials from the U.S. Border Patrol. On October 1, 1962, James Meredith became the first black student to enroll at the University of Mississippi; and he graduated in
1963. Meredith later earned a master's degree and a law degree and became involved in politics.

Groups formed to strengthen resistance against such segregation and institutional racism. The Southern Christian Leadership Conference (SLCC) was founded in 1957 with Reverend King as president, and in 1960 students like the ones you are about to hear created SNCC, the Student Nonviolent Coordinating Committee. A successful sit-in in Greensboro, North Carolina, was the first of many political actions against segregation by students and led to the formation of SNCC. While their individual reasons for joining are unique, it is possible these students were influenced by the push to desegregate schools, which was a major goal of the civil rights movement in the early 1960s.

This interview takes place in 1962, after these and many other students had risked their lives for the advancement of civil rights for all African Americans.

Guiding and Extension Questions

The following questions open discussion beyond the scope and framework of this lesson. Some are rooted in facts that can be researched; others ask for opinion and elaboration based on evidence. Together with the Opening and Closing Questions (p. 5), these may be introduced prior to the lesson and utilized as signposts and reference points during and after. Use them as desired to broaden students’ awareness of the historical moment represented in the interview and the connection to current events. These questions can also serve as a foundation for extension writing beyond the limits of the lesson.

1. Why was segregation still practiced in Southern states in the middle of the twentieth century, despite the passage of constitutional amendments prohibiting segregation following the Civil War? How are some of the same underlying issues that pitted states against the federal government still alive today?

2. How did SNCC use civil disobedience in their attempts to make change in this country?

3. After Barack Obama was elected in 2008, there was talk about America entering a “postracial” period. To what extent is the racism these students faced in the early sixties still evident today? Why does it persist?

4. For these students, singing is an expression of unity and a source of strength. How does music bring strength to those fighting injustice? Is this evident in protest movements of today? How are songs used during demonstrations today?
Studs Terkel Interview with Members of the Student Nonviolent Coordinating Committee

TEACHER PREPARATION
► Preview the interview in its entirety (61:33) to give yourself a necessary broader perspective and allow you to decide whether to expand the amount of material students listen to during class or thereafter.
► Provide background for students about the civil rights movement, about SNCC, and, as necessary, about Studs Terkel.
► Consider and plan your pairing of students. Because the subject matter could be unfamiliar or uncomfortable for some students, it may be necessary for you to orchestrate the partnerships.
► If you plan to include additional materials, such as contemporary news stories about Emmett Till, a photograph of the Kent State killings, and the like, prepare a way to present them to the class.
► Total running time of this unit is about 70–87 minutes, or 80–97 minutes with the optional activities, plus whatever time you determine is appropriate for the writing extension.

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<th>STUDENT INSTRUCTIONS</th>
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<tr>
<td>1.1</td>
<td>Recent Black Lives Matter Protests (5 minutes)</td>
<td>Initial Freewriting</td>
<td>Think about what you already know of recent Black Lives Matter protests that have received significant media coverage. Jot down your impressions about any of the following: • The issues and events that brought about the protest • Results that you think came as a result of students and young people protesting • Questions or concerns you have about these protests or others like them</td>
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TEACHER LESSON GUIDELINES AND SUGGESTIONS
► Students may not need any impetus here, but if they do, prepare some specific accounts of BLM protests involving young people. These could include brief online news articles, videos, or print material that you think illustrate the issues particularly well.
► You may also choose some other recent protest that received significant media coverage.
► If you need time to provide background, be sure to allow students sufficient time for the free writing that follows.

| 1.2 | Black Lives Matter Protests (5–7 minutes) | Pair and Share | Join a classmate and share what you wrote, either by reading some portion of it aloud or by summarizing. Be sure to listen carefully when your partner is presenting, and take notes that you may be asked to share with the whole group. Be aware of allowing each other equal time to speak. |

TEACHER LESSON GUIDELINES AND SUGGESTIONS
► Pair students together or have them choose partners. As students share, circulate and observe their listening habits and skills.
► In anticipation of the whole-group sharing that will follow, remind students to take brief notes as their partner speaks and that body language is also important in listening.
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| 1.3 | What Did We Hear?  
(5–10 minutes) | Whole-Group Sharing | When called upon, summarize what you heard from your partner.  
As other students speak, listen for and pay attention to perspectives that you and your partner did not share. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

► Choose a few students to share what they heard from their partners. Presenting their partner’s story will encourage better listening and may make some students aware of or open to perspectives they did not have prior to this exercise. That, in turn, may help provide a mindset and framework for the Shared Inquiry discussion to follow.

| 1.4 | Student Activists in 1962  
(5–10 minutes) | Listening | Listen to the interview with ten students associated with SNCC—the Student Nonviolent Coordinating Committee—not much older than you, who participated in civil rights marches and protests in the early 1960s.  
Note things that make an impact on you or that surprise you.  
Think about the fact that this is an interview, not a written text. Listen for places where a student’s voice tells you something more than the words alone.  
Listen also for places where you feel you might identify with their attitudes and methods, if in service to some different cause. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

► Play SNCCSegment1. Begin with the song and listen through Studs Terkel’s initial commentary on the place of song in hard times. Then play SNCCSegment2.  
► Observe as students listen to the interview. Repeat as much of the interview as you can—sections of it, at least—to allow them to better grasp a point or an attitude about protest. Encourage note-taking so that students will have specific points to raise in the following discussion.  
► Emphasize for students the fact that this is an interview, and while the members of SNCC draw from their experience, they are speaking, not writing, and their responses sometimes reveal emotion that would not be perceptible on the page. Ask them to listen for such moments in the recording.  
► Extend the listening time to fit your needs and circumstances.

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| 1.5| For What Social Issue Would You Be Willing to Go to Jail? (15–20 minutes) | Shared Inquiry Discussion | As directed by your teacher, position yourself to participate in a whole-class discussion. As you may have already discussed with your partner, some protesters were arrested in different events in the past. With that in mind, consider the following questions and share your thoughts with the group when called upon:  
  - Would you ever choose to go to jail for a moral/ethical question or issue?  
  - What do you think the effect or purpose of going to jail might be?  
  - What does the phrase civil disobedience mean to you?  
  - Can disobedience to legal authority be “civil”?  
  Base your responses on what you heard from these activists as well as on your own experiences, thoughts, and values. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Ask the class to prepare for a Shared Inquiry discussion. If students are familiar with this type of discussion, they may need little reminder of the appropriate protocols. However, if students are used to answering factual questions, you may need to explain the structure and purpose of Shared Inquiry.

- If your class is small enough to reasonably allow all members to take part, form a circle or a horseshoe and begin. If your class is large, form an inside circle of participants, and an outside circle of observers.

- Encourage students to listen and to respond to one another rather than directing all comments back to you.

- Encourage students to be open about their beliefs and to understand that some conflicts might surface here. At the same time, urge them to root their comments in the specific content of the interview.

- As time permits, you could ground the student’s familiarity with the term civil disobedience by citing its source as Henry David Thoreau’s *Walden* and identifying some of its chief practitioners through time, such as Mohandas Gandhi, who was frequently referenced by Martin Luther King Jr. and others.

- Keep in mind that a specific issue may be good ground for the discussion in helping students to be specific and honest in their responses. But remember, the point is not to limit discussion to a specific political issue, but rather to surface what beliefs are strong in the group and their awareness of the possible sacrifices they might make for those beliefs.

- An additional topic, if time permits, would be the power of song, as introduced in the overarching questions. Ask the students if they are surprised by the activists’ singing and by their stories about how songs have supported them in various ways.

- Depending on the results—and again referring to the overarching questions—consider following up by asking if they observe any similar activities in current political protests.

- If you have structured the discussion with some students as observers, ask them to record in writing questions or statements they would have contributed. At time permits, you could take these up later with the whole group.
### STUDS TERKEL INTERVIEW WITH MEMBERS OF THE STUDENT NONVIOLENT COORDINATING COMMITTEE, CONTINUED

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<td>1.6</td>
<td>Student Activists in 1962</td>
<td>Listening</td>
<td>Listen to the interview with these ten activists so close to your age who participated in civil rights marches and protests in the early 1960s. As before, note things that make an impact on you or that surprise you somehow, and listen for places where you feel you might identify with their attitudes and methods, if in service of some different cause.</td>
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<td>(5 minutes)</td>
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**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Play SNCCSegment3. Expand the segment as you have planned to suit your class and your purpose. Play the clip twice if possible to allow students to delve deeper into the content.
- Observe as students listen to the interview. As you choose, repeat sections of it to allow them to better grasp a point or an attitude about protest. Encourage note-taking so that students will have specific points to raise in the following discussion. Extend the listening time to fit your needs and circumstances.

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<th>1.7</th>
<th>Young People of SNCC</th>
<th>Whole-Group Discussion</th>
<th>One voice in the interview expresses this point of view: “Fighting for something ... the principles are there ... and yet you have to find a sense of acting. If you have beliefs, you have to have actions, or else you don’t have beliefs. And if you don’t have beliefs, what are you as a person?” Listen to this portion of the SNCC interview and consider the following questions:</th>
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|     | (20 minutes)               |                        | • To what extent do you agree with this speaker?  
• Why should people other than those directly affected care about how people of color were and are treated in this country?  
• Are there times during her speaking where something beyond her words (what Terkel calls, the “feeling tone”) adds layers of meaning? |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- (This quote begins at 18:04 in the main interview and 0:32 of SNCCSegment3). To ensure students’ understanding, parse the quotation, or ask them to paraphrase it for you and their classmates. As students indicate agreement or disagreement, ask them to qualify their responses with context and reasoning.
- Consider underscoring that the speaker is the only white student in ten. Does it matter that she is a minority in this group and in this organization? Perhaps ask, “How might a similar situation affect your own willingness to be involved in some action?”
- To illustrate and explore the second question, consider using Black Lives Matter protests as an example from recent times of events that attract those other than black people.
- Follow up by asking if students believe it’s common for most people to act on their core beliefs.
- Ask students what kinds of action they see in the present political or social landscape, and how they evaluate the success and impact of those actions.

| 1.8 | Reflection (5 minutes)    | Freewriting           | Thinking about what you heard in the discussions and in talking with your partner today, jot down some reflections about the usefulness of student protest and your own willingness to take action. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Allow students some time to reflect and write. Consider asking them to quickly write down three thoughts about the discussions of the day, then to go from those thoughts to deeper reflection.

(continued)
### Unanswered Questions (10 minutes)

#### Optional Interview

**STUDENT INSTRUCTIONS**

After you have had a chance to reflect on your knowledge and experience of protest—and student protest in particular—return to your partner from earlier in the lesson.

Listen as your teacher introduces this exercise. Then, as directed, ask your partner what conclusions he or she reached.

If your partner is willing to share, ask where these convictions come from, and where they are grounded.

Remember that listening is often conveyed physically; your posture indicates your interest and openness to hear what your partner says. Ask appropriate follow-up questions to encourage deeper sharing.

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### Review and Renew: Recent Black Lives Matter Protests (5 minutes)

#### Closing/Writing Extension

**STUDENT INSTRUCTIONS**

Revisit your writing from the beginning of class and see if any of your ideas or feelings have changed in this short time.

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### TEACHER LESSON GUIDELINES AND SUGGESTIONS

- This lesson, as with each lesson in this unit, is based on an interview. This exercise may be valuable in giving students a chance to experience both interviewing and being the subject of an interview. If time does not permit you to do this exercise at this time, consider using it in another lesson, or at some other future time.

- Consider prefacing this activity by asking students if there were questions they would have asked the SNCC members if they had been conducting the interview. If that process reveals some interesting questions, suggest that the students use them in their own partner interviews.

- Give the students time to reassemble in the partnerships from earlier in the class. Allow time for each student to interview his or her partner about the efficacy of student protest and the origin of their thoughts and feelings about that topic.

- If students might benefit, consider providing a more specific script of questions—perhaps three or four—that they could use in their brief interviews.

- Monitor the group to make sure students are on task. Watch for any signs of discomfort or disagreement that might require your attention or intervention.

- Ask students to look at their opening freewriting. Expand the time to suit your students and circumstances.

- If circumstances permit, consider assigning students the rest of the interview, or some significant portion of it, to listen to on their own.

- For the writing extension, ask the students to write a longer, formal piece in which they explore the issues that surface in the interview and that may be addressed in the overarching questions in the introductory material. Consider using the Guiding and Extension Questions at the beginning of this lesson plan (p. 8), as well as the Opening and Closing Questions (p. 5), as possible prompts for this writing.
This lesson does not presume prior knowledge of the black power movement on the part of students. Of course, it is impossible to know how much any student requires to begin to grasp the historical context of this interview, let alone the fundamental questions that arise from events of that time. The following is a thumbnail introduction to Nathan Wright Jr. and the Black Power movement.

A Brief History of Nathan Wright Jr., the Black Power Movement, and Head Start

**Nathan Wright**

Born on August 5, 1923, in Shreveport, Louisiana, and raised in Cincinnati, Ohio, Dr. Nathan Wright Jr. was an Episcopal minister and scholar. His advocacy for Black Power and “empowerment” (a word he helped popularize in this political context) were part of the groundwork for the civil rights movement.

Wright was an activist at an early age. In 1947, at the age of twenty-four, Wright was one of eight black men who, along with eight whites, rode buses through the South after the Supreme Court ruled that segregation of interstate passengers was unconstitutional. (In the 1960s, similar activism would be relaunched as the Freedom Rides movement.) Wright served as chairman of the National Conference on Black Power in 1967, held in Newark, New Jersey, in the aftermath of race riots there. The conference marked a change in the civil rights movement’s tactics, one that focused on—and demanded—rights and recognition based on racial identity rather than on the rights of individuals within a group. This interview takes place later that same year, after the publication of Wright’s book *Black Power and Urban Unrest: Creative Possibilities*.

Renowned as a scholar, Wright earned six degrees, including a master’s degree from the Episcopal Theological School and a doctorate of education from Harvard. Wright died in 2005.

**Black Power**

In 1966, Stokely Carmichael was elected national chairman of SNCC, the Student Nonviolent Coordinating Committee, which then rejected its historical strategy of nonviolence to embrace a doctrine of “Black Power,” emphasizing black nationalism and self-reliance. (The phrase itself came from a rally in Mississippi, when Carmichael said, “What we need is black power,” and the crowd took it up as a chant.) Violence was accepted as a legitimate form of self-defense for African Americans.

The transformation of SNCC was accompanied by other movements calling for black American power and voices. One political wing of the Black Power movement was the Black Panther Party. Founded by Huey P. Newton, Bobby Seale, and others, and based in Oakland, California, this party justified using violence in the face of police brutality and other injustices against blacks.
Books that helped define the movement at this time include *Soul on Ice*, an autobiography by Black Panther Eldridge Cleaver; *Black Fire*, protest writing by poet Amiri Baraka; and *Black Power* by Stokely Carmichael and Charles Hamilton.

**Head Start**
When President Lyndon Johnson launched the War on Poverty in January of 1964, one of his first acts was to appoint a panel of experts to develop a child development program for communities of disadvantaged preschool children to help compensate for inequality in social or economic conditions. New research had provided insight on the lifelong negative effects of poverty as well as the possible positive impact of education on children of such communities.

Head Start programs were intended to promote school readiness for children from birth through age five by supporting them in a comprehensive fashion. Central to the thinking behind the proposed programs was the intention that they be responsive to the communities served, and so a variety of service models were developed to meet the specific needs of different communities, and to meet the various needs (emotional, social, physical, nutritional, and psychological) of preschool children from low-income families.

In the summers of 1965 and 1966, the Office of Economic Opportunity launched the first eight-week Project Head Start programs. The program continued and grew with bipartisan support through the Carter and Reagan administrations, and was most recently renewed in 2007 under the administration of George W. Bush. Since 1965, Head Start Programs have served more than thirty million children in all fifty states, Puerto Rico, and all U.S. territories.

**Guiding and Extension Questions**
These questions open discussion beyond the scope and framework of this lesson. Some are rooted in facts that can be researched; others ask for opinion and elaboration based on evidence. Together with the Opening and Closing Questions (p. 5), these may be introduced prior to the lesson and utilized as signposts and reference points during and after. Use them as desired to broaden students’ awareness of the historical moment represented in the interview and the connection to current events. These questions can also serve as a foundation for extension writing beyond the limits of the lesson.

1. How does Wright’s philosophy and strategy compare to that of the SNCC members in Lesson 1? What factors contribute to those differences?

2. In terms of origin and of goals, what similarities exist between the Black Power movement of the 1960s and the Black Lives Matter movement of recent times? Based on your knowledge of that history, what would you anticipate as the future of BLM? Have other movements experienced similar change or transformation? How and why?

3. Wright speaks of *amelioration*, embodied by well-intentioned Head Start programs, as unproductive (or even counterproductive) because such programs are designed to deal with a specific problem and are forms of “relief.” Wright notes that a few months after participation, young people’s reading performance returns to where it was, with only frustration gained as a product of the program. Wright goes on to note the problems of cities, urban environments, as the root of problems with youth and education. “Problem people move into the city,” he says (main interview at 7:19, NWrightSegment2 at 6:59), and they bring problems with them. What does Wright mean by *amelioration*? To what extent do you agree with him? What solution does Wright propose? Do you see any indication that his proposal has been borne out in the last fifty years?

4. In February 2017, President Donald Trump’s secretary of education, Betsy DeVos, referred to black colleges as “pioneers of school choice.” Are her words and Wright’s proposal for “a new type of education” (24:10) in community-serving and community-based colleges related? To what extent do you agree with either? What do Wright’s ideas about education and class—namely, that those on welfare relief constitute the new “leisure class”
(24:07)—suggest about the need for a new type of education?

5. (For extension exercises) In the interview, cities are portrayed as magnets for social problems and harbors of dysfunction, while suburbs seem sanctuaries in comparison. How have factors like urban renewal, gentrification, and other major trends of the last several decades changed the nature of city and suburban life? Do Wright’s judgments still hold true today?

6. (For extension exercises) Wright says, “A person can only find fulfillment in terms of fundamentally what he is. We must develop the latent talent that is there. Now, for good and for ill, black people are not white people; white people are not black people” (main interview at 25:14). How does this statement differ from other statements about race and society that came from other leaders of that era, like Martin Luther King Jr.?

Note: For further extension of this lesson, consider obtaining and screening the PBS documentary *Black Panthers: Vanguard of the Revolution* (2015). Interviews and historical footage make the story of the Panthers visual and immediate.
### TEACHER PREPARATION

- Preview the interview in its entirety (50:05) to give yourself a necessary broader perspective and allow you to decide whether to expand the amount of material students listen to during class or thereafter.
- If you plan to include additional materials, such as information about the program Head Start, Langston Hughes’s poem “Harlem,” or additional background on Nathan Wright Jr. or the Black Power movement, prepare a way to present them to the class.
- Total running time for this unit is about 57–71 minutes, or 92–116 minutes with the optional activities, plus whatever time you determine is appropriate for the writing extension.

### TEACHER LESSON GUIDELINES AND SUGGESTIONS

**2.1 Power (5 minutes)**

**Activity Type:** Initial Freewriting

Consider this quote from the upcoming interview: “Power can never be given as a gift. Power must always be wrested.” Take a few minutes to jot down your thoughts about the following questions:

- Do you accept that as a universal truth?
- Is it true today?

**Teacher Lesson Guidelines and Suggestions**

- Give the students a basic introduction to the unit based on the background information provided plus any additional information you deem necessary. Then give them the prescribed time, or more if that suits your plan, to record their thoughts about the quotation. (You can find it at 6:44 of the main interview of NWrightSegment1.)
- You may need to define what kind of “power” Wright is talking about, and you may need to paraphrase “power must always be wrested” for them.

**2.2 Power (5–8 minutes)**

**Activity Type:** Listening

Listen to this clip of Studs Terkel’s interview with Nathan Wright, taking notes when something strikes you as interesting or important, or when you have a question.

Think about the fact that this is an interview, not a written text. Listen for places where either voice tells you something more than the words alone.

Listen also for places where you feel you might identify with particular points of view.

During the early portion, Terkel quotes from Wright’s book *Black Power and Urban Unrest: Creative Possibilities*: “When a latent power is frustrated, there must be an explosion.”

While you listen to the interview and when you have finished listening, briefly write down your response to the following question:

- Taken together with the earlier statement about power, how do these statements provide a context for understanding the Black Power movement?

**Teacher Lesson Guidelines and Suggestions**

- To help students’ appreciation of the conversation they are about to hear, first provide whatever background you have deemed appropriate for students to understand Nathan Wright’s talk and the Black Power movement.
- Play NWrightSegment1, then repeat it, encouraging students to take notes both times as they listen, and urging them to go deeper with their second hearing. (The quote about latent power can be found at 8:55 in the whole interview, 3:55 of NWrightsSegment1.)
- Some students may process the information and ideas in the interview more readily than others. Encourage students to get some response down independently before they move to the next exercise.

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<tr>
<td>2.3</td>
<td>Wright’s Perspective on Power (5–6 minutes)</td>
<td>Pair and Share</td>
<td>Join a classmate and share your response to the question in the previous exercise. If you have other observations or questions, share them in the few minutes you have together. Be sure to listen closely to what your partner has to say, and jot down any ideas or questions that interest you in preparation for the upcoming discussion.</td>
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**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Pair your students in whatever way is appropriate for your group. If it is possible for them to choose their own partners, let them. If you feel you need to orchestrate the partnerships, then plan those pairings ahead of time so as to make optimal use of time.
- As students share their reactions to the interview, circulate among them and listen to the nature of their exchange. If you note any general tendencies that you could address for the benefit of the whole group, prepare to do that at an opportune time.

| 2.4 | Wright’s Perspective on Power (10–15 minutes) | Shared Inquiry Discussion | Configure yourselves as directed by your teacher for a discussion of the ideas you heard and discussed briefly with a partner. Respond as requested to prompts from your teacher about what you heard in the interview. As your classmates speak, be prepared to respond to them, rather than to your teacher, with agreements, extensions, and questions about their ideas. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Ask the class to prepare for a Shared Inquiry discussion. If students are familiar with this type of discussion, they may need little reminder of the appropriate protocols. However, if students are used to answering factual questions, you may need to explain the structure and purpose of Shared Inquiry.
- If your class is small enough to reasonably allow all members to take part, form a circle or a horseshoe and begin. If your class is large, form an inside circle of participants and an outside circle of observers.
- Encourage students to listen and to respond to one another rather than directing all comments back to you.
- Ask students to share their responses to the two Wright quotes. Check to make sure they grasp the context in which Wright was speaking. Ask them to connect Wright’s phrases to comments later in the interview.
- When you feel you have grounded the discussion satisfactorily in the interview, ask students if they feel Wright’s statement applies to any current situation or events, and if so, how.
- If you have structured the discussion with some students as observers, ask them to record in writing questions or statements they would have contributed. As time permits, you could take these up later with the whole group.

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<td>2.5</td>
<td>Amelioration Or Re-creation (15 minutes)</td>
<td>Listening</td>
<td>Listen as directed to the next portion of the interview. When the segment is repeated, be careful to double-check notes that you made the first time to ensure that you have accurately recorded Wright’s ideas and any supporting details that seem important to you. When you have completed the listening aspect of the exercise, try to express Wright’s concepts of amelioration and re-creation in your own words. Take a few minutes to jot down your reactions to this segment of the interview.</td>
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**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Segue out of the previous discussion and into further listening.
- Play NWrightSegment2, then repeat that portion. While students are listening, circulate to observe their process of note-taking and plan to support any students who need it.
- Use the brief description of Head Start provided and any further background material you choose to give students a fuller perspective on Wright’s ideas.
- To help them focus their attention during the interview, remind students that they will be asked to express Wright’s concepts of amelioration and re-creation in their own words when they have finished listening.
- After listening, ask the students to briefly react in writing to the whole segment, with specific points recorded in their notes as support for their ideas. Let them know they will be discussing the segment as a whole group in the next exercise.

| 2.6 | Amelioration Or Re-creation (10–15 minutes) | Shared Inquiry Discussion | As directed by your teacher, position yourself to participate in a whole-class discussion. Follow your teacher’s instructions as to how to proceed. Ask questions as necessary for clarity, of your classmates or of your teacher. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Prepare the class for a second Shared Inquiry discussion. If they are familiar with the exercise, students should have little difficulty. If you need to repeat guidance about the activity, do so.
- If some members of your class were observers to the first discussion, have them switch roles—participants forming an inside circle, observers an outside circle. Again, ask observers to record in writing questions or statements they would have contributed. As time permits, take these up later with the whole group.
- Begin by asking for several versions of a paraphrase of Wright’s term *amelioration*. Then ask to what extent they agree with Wright’s concept of amelioration as it regards Head Start.
- When necessary, encourage students to cite opinions and supporting evidence from the interview to question or advance Wright’s thesis.
- Keep in mind that one or more of your students may have come from a Head Start background; this experience might be especially valuable. Consider inquiring of the class about this before the discussion. At the same time, former Head Start students may not wish to be identified as representatives of that program and might find it difficult to remain neutral during the discussion. Look to support those students as necessary.
- As before, encourage students to respond to one another, question one another, and add to one another’s ideas rather than directing all commentary to you or trying to “win” the discussion.
### Studs Terkel Interview with Nathan Wright Jr., 1967, continued

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<td>2.7</td>
<td>How Did We Do? (5 minutes)</td>
<td>Reflection</td>
<td>When your teacher indicates, leave off the discussion and begin to write a reflection on the process you have just completed. If it is a familiar one, you might evaluate how the class did this time as compared to previous times. If the activity was unfamiliar, you might write about how it felt to pursue a topic in this fashion.</td>
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**TEACHER LESSON GUIDELINES AND SUGGESTIONS**
- When the discussion has reached a natural and satisfactory point of closure, direct students to reflect on their experience. As the student instructions indicate, the nature of their response will be shaped by their familiarity and comfort with Shared Inquiry.

| 2.8  | Thoughts About Power (2 minutes) | Whole-Group Sharing  | When your teacher calls on you, share some of your most important reactions to the Shared Inquiry discussion you just had.                                                                                           |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**
- If time permits, allow students to air some of their evaluations. Be mindful of including as many voices in this short period as you can.
- In addition, if circumstances permit, consider assigning students the rest of the interview, or some significant portion of it, to listen to on their own.

| 2.9  | “Harlem” (5 minutes) | Optional Reading      | Listen as your teacher reads aloud the poem “Harlem” by Langston Hughes, then read the poem again twice (at least) to yourself. Make note of anything in the poem you need to question, or that strikes you in any way. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**
- As an alternative or additional activity, provide a way for students to hear and read Hughes’s poem. Read the poem aloud yourself or play a recording or video of it. Then instruct students to read the poem at least twice more to themselves. Encourage them to subvocalize the poem, shaping the words as if they were speaking them aloud and reading silently that way.
- If students have a hard copy, encourage them to make their first notes directly on that copy.
- It may be useful to remind students of Wright’s reference to the idea of a “dream” in the interview.

| 2.10 | Comparing Wright and Hughes (10 minutes) | Optional Freewriting | After you have completed your reading, begin a freewriting in which you compare the ideas in Hughes’s poem with what you heard in the Wright interview. If you have concerns and questions, pursue them as well. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**
- Let students know that when they have completed reading the poem at least twice (and let them know they may read it more than twice if they feel that benefits what they notice and understand), direct them to begin their writing.
- As this is preparation again for a Shared Inquiry discussion, encourage them to include questions they may have about the two texts (interview and poem) as well as comments and evaluations.
### STUDS TERKEL INTERVIEW WITH NATHAN WRIGHT JR., 1967, continued

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<td>2.11</td>
<td>Comparing Wright and Hughes (20–30 minutes)</td>
<td>Optional Discussion</td>
<td>As directed by your teacher, position yourself to participate in a whole-class discussion. When your teacher indicates, respond to the initial prompt of the discussion: the relationship between the perspective expressed in Hughes’s poem and what you heard in the interview. Listen carefully as others are speaking, jotting down notes if necessary. When called upon, respond to what has been said and to previous speakers, not the teacher. If you have questions that come from what a classmate has previously said, ask that question respectfully to invite answers, comments, and other questions from the rest of the class.</td>
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**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Arrange students in a horseshoe shape or in a circle, or a configuration that accommodates your class size.
- As necessary, and as preparation for the formal writing exercise that follows, use the following prompts to stimulate specific comparative discussion:
  - How do both the poem and the interview address the idea of the cause of violence?
  - How might Wright’s ideas help you better understand Hughes’s poem?
  - Where in the interview does Wright seem to be speaking about the ideas contained in the poem, and expanding them?
### STUDS TEREK INTERVIEW WITH NATHAN WRIGHT JR., 1967, CONTINUED

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| 2.12| Comparing Wright and Hughes (flexible) | Closing/Writing Extension | As directed, write an analytical piece about the relationship of the ideas apparent in Langston Hughes’s poem, “Harlem” and those advanced by Nathan Wright in this interview. For instance, consider these suggestions:  
- How do both the poem and the interview address the idea of the cause of violence?  
- Does either prescribe an outcome of such violence? Where, and to what extent?  
- How might Wright’s ideas help you better understand Hughes’s poem?  
- Where in the interview does Wright seem to be speaking about the ideas contained in the poem, and expanding them?  
Follow your teacher’s guidelines about the process and product of this writing.  
If your teacher has proposed a different topic, follow the instructions provided. |

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#### TEACHER LESSON GUIDELINES AND SUGGESTIONS

- If you have elected to present the poem by Langston Hughes, you could ask students to compare in writing the perspective offered in the poem to that Wright provides in the interview. The project would likely require students to listen to the entirety of the interview, and perhaps even part 2, which is available on the Studs Terkel Radio Archive website.

- Alternatively, you could ask students to consider their reaction to Hughes’s poem when it was read aloud compared to their takeaway from a printed version. How does the human voice change perception of meaning or emphasis?

- You could suggest that students consider current events that inspired the formation of Black Lives Matter, and compare those to the events that created the Black Power movement and the Black Panthers. Some additional research by students would likely be necessary if you choose this alternative.

- Finally, you could direct students’ attention to the topic raised in the Guiding and Extension Questions (#6). Ask how they think his statement would land on the ears of leaders in the black community today.

- Whichever approach you choose, be sure to set clear guidelines for the expected form and length of the writing, as well as the amount of time you expect students to spend in drafting it. As circumstances allow, you may wish to build a writing workshop into a future lesson that would allow students opportunity to read and peer-edit one another’s work.
This lesson does not presume prior knowledge of Cesar Chavez, Dolores Huerta, or the United Farm Workers on the part of students. Of course, it is impossible to know how much any student requires to begin to grasp the historical context, let alone the fundamental questions that arise from events of that time. The following is a thumbnail introduction to Cesar Chavez, Dolores Huerta, and the historical struggles of farm workers in the West.

A Brief History of Cesar Chavez, Dolores Huerta, and the UFW

**Cesar Chavez**

Cesar Chavez was born outside of Yuma, Arizona, on March 31, 1927. As a labor leader, he became known for his use of nonviolence in his efforts to improve the status of farm workers. Robert Kennedy once called him “one of the heroic figures of our time.”

Chavez’s family lost their farm when he was a child, and they became migrant workers in California. He served in the navy from 1946 to 1948. After serving, he married and moved to San Jose. There he trained as a community organizer in the Latino civil rights movement, which led to his life’s work to organize a union for farm workers. (See The UFW, below.)

His dedication to nonviolence included fasting, and he also instituted boycotts as a strategy in labor disputes.

Chavez died in 1993.

**Dolores Huerta**

Dolores Fernández, later Dolores Huerta, was born April 10, 1930, in Dawson, New Mexico. She is known as an activist and labor leader who cofounded what later became the United Farm Workers union.

In early life, Dolores Fernández’s family moved often due to migrant work. She grew up in Stockton, California, with her mother and two brothers after her parents divorced. Her father became a union activist and served in the New Mexico state assembly; her mother ran a hotel in Stockton whose clientele was day laborers and farm workers.

Huerta’s organizing career began when she worked as a schoolteacher and was compelled to help her students, many of them from migrant families, improve their living conditions. She eventually started the Agricultural Workers Association (AWA) and met Cesar Chavez, with whom she founded the National Farm Workers Association (NFWA) in 1962.

Today, Huerta continues to lecture and speak out on a variety of social issues involving immigration, income inequality, and the rights of women and Latinos.

**The UFW**

The National Farm Workers Association, founded by Chavez in 1962, joined with the Agricultural Workers Organizing Committee in its first strike against grape growers in California in 1965. The two unions merged, and the resulting union was renamed the United Farm Workers in 1972.
Chavez’s battle with the grape growers for better labor conditions and more compensation continued for years, taking on national import, and the union enjoyed several successes. The issue of pesticides and worker health was another concern Chavez brought to national attention.

The UFW continues its work today in the agriculture industry, sponsoring laws such as California’s regulation to prevent heat deaths of farm workers and supporting a national immigration reform bill.

**Guiding and Extension Questions**

These questions open discussion beyond the scope and framework of this lesson. Some are rooted in facts that can be researched; others ask for opinion and elaboration based on evidence. Together with the Opening and Closing Questions (p. 5), these may be introduced prior to the lesson and utilized as signposts and reference points during and after. Use them as desired to broaden students’ awareness of the historical moment represented in the interview and the connection to current events. These questions can also serve as a foundation for extension writing beyond the limits of the lesson.

1. Why do you think farm workers sang the same folk and protest songs and organized marches the way protesters in the civil rights movement had done a decade earlier?

2. In addition to songs and marches, what influences and connections do you see between the leaders and events of the civil rights movement and the work of Chavez and Huerta that brought about the UFW? What significance do you perceive in these connections?

3. Some of the growers and community leaders in California at this time were descendants of families uprooted by the Dust Bowl and the Great Depression and who labored for pennies as farm workers. Why do you suppose these people were sometimes so lacking in compassion for the workers Chavez and Huerta supported?

4. Labor unions often sided with growers against the farm workers. If unions exist to protect the rights of laborers, why didn't unions act with more sympathy toward farm workers?

5. What does the idea of “dignity” have to do with farm work? How is such hard labor “dignified”? Does all work, no matter its nature, deserve respect? Why do Huerta and Chavez both emphasize that concept in their work?
Studs Terkel Interviews with Cesar Chavez, 1967, and Dolores Huerta, 1975

TEACHER PREPARATION

- Preview both interviews in their entirety (Chavez: 38:43, Huerta: 52:32) to give yourself a necessary broader perspective and allow you to decide whether to expand the amount of material students listen to during class or thereafter.

- If you plan to include additional materials, such as photographs and additional background you deem necessary to help students appreciate Cesar Chavez and Dolores Huerta in a historical context, background on the Dust Bowl, a recording of Woody Guthrie’s “Pastures of Plenty,” excerpts from John Steinbeck’s novel The Grapes of Wrath, or current news articles, prepare a way to present them to the class.

- Total running time for this unit is about 115–121 minutes, plus whatever time you determine is appropriate for the writing extension.

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<td>3.1</td>
<td>Nonviolence: Weapon or Tool? (5 minutes)</td>
<td>Initial Freewriting</td>
<td>After your teacher has introduced the unit, take a few minutes to jot down your reaction to the question in the title of this activity. If you have recently studied other contexts where nonviolence was discussed, include references to those in your response.</td>
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TEACHER LESSON GUIDELINES AND SUGGESTIONS

- Give the students a basic introduction to the unit based on the background information provided plus any additional information you deem necessary. Then give them the prescribed time, or more if that suits your plan, to record their response to the question in this exercise.

- If necessary, have students define for themselves the general distinction between a “weapon” and a “tool.”

| 3.2 | Cesar Chavez and the UFW (5–6 minutes) | Listening | As directed by your teacher, listen to the clip of the interview with Cesar Chavez. Take note of statements that catch your attention for any reason.

Think about the fact that this is an interview, not a written text. Listen for places where a voice tells you something more than the words alone.

Listen also for places where you feel you might identify with various attitudes and methods, if in service of the same or some different cause. |

TEACHER LESSON GUIDELINES AND SUGGESTIONS

- Play ChavezHuertaSegment1, then replay it to allow students to take in the details more fully. Encourage them to note specifics that strike them as important.

(continued)
3.3 Nonviolence as Weapon or Tool (20 minutes)

As directed by your teacher, position yourself to participate in a whole-class discussion.

In this interview, there is an emphasis on the tactical use of nonviolence. Together with your classmates, address these questions:

- Is calling nonviolence a “weapon” a contradiction, or does that statement reflect the way Chavez and others successfully promoted their views? Use your responses from activity 3.1 as well as portions of the interview as support for your opinion.
- What similarities and connections do you see between Chavez’s work and the events of the civil rights era and the work of SNCC?
- Do you hear similar ideas expressed today? Is nonviolence an alternative or a mainstream choice?

As directed, discuss your views on the ideas presented. If you have questions about statements made in the interview, or about something a classmate has said, address these in a way that makes them open to class input and discussion.

3.4 Woody Guthrie and the UFW (10 minutes)

As directed, listen to the next clip of the interview.

TEACHER LESSON GUIDELINES AND SUGGESTIONS

- Play ChavezHuertaSegment2, then repeat it. Ask students to note sections that strike them.
- If you choose, replay specific sections of the interview (especially upon request) to allow students to digest more fully the impact of Chavez’s words.

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Studs Terkel Interviews with Cesar Chavez, 1967, and Dolores Huerta, 1975, continued

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<td>3.5</td>
<td>Migrant Workers Through the Decades (10 minutes)</td>
<td>Freewriting</td>
<td>The presence of migrant farm workers is very much an issue in the twenty-first century, as it was decades earlier during the Dust Bowl. As Studs Terkel quotes from the Woody Guthrie song “Pastures of Plenty,” written decades earlier about other farm workers, consider the imagery in the song and write a brief reflection on the similarities and differences you see between the lyrics and the events Chavez describes. You may also include your observations about how conditions during both the Dust Bowl and the 1960s compare to the situation today.</td>
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**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Present any materials to the class that you have prepared that could set the stage for this lesson, such as information about the Dust Bowl, Woody Guthrie, or John Steinbeck and *The Grapes of Wrath*. Provide printed transcripts of lyrics and excerpts from other sources or project them so students can see the words as well as hearing them.
- If you wish, play a recording of Guthrie’s song “Pastures of Plenty.” Select a current news story about farm workers and/or immigrants as a point of reference for students. (Studs Terkel quotes the song beginning in the main interview at 23:53 and in ChavezHuertaSegment2 at 00:15.)
- Any additional material represents an opportunity for you to extend the time allotted for this activity. Remember to inform students about the sharing that may follow so they are aware that part of their writing could be public.
- **NOTE:** If you need to shorten the total time of this exercise and of the lesson as a whole, play and repeat the interview as directed, then focus on the statement by Cesar Chavez: “Those who harvest the food don’t have food themselves” (main interview at 25:20, ChavezHuertaSegment2 at 1:42). Ask students to complete a freewriting on their understanding of the circumstances the statement describes and to record their response to it. Next, focus the subsequent discussion on that specific topic.

| 3.6| Migrant Workers Through the Decades (20 minutes) | Discussion | When your teacher indicates, move into a discussion of the ideas you've uncovered in your writing. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Allow students to share ideas from their writing. One way to begin would be to invite each student to read one sentence that they are particularly proud of or interested in. Alternatively, you could have a few volunteers read longer excerpts and invite commentary and questions from the rest of the group.
- If you chose the alternative approach to activity 3.5, then for this activity, ask students to respond to the statement by Chavez “Those who harvest the food don’t have food themselves.”
- If your students are able, invite them to share their thoughts about the connections they perceive between wages and “dignity,” for the farm workers Chavez describes and for farm workers today.
- Allow a discussion to evolve from the perspectives voiced in the class. Encourage students to speak to one another, rather than to you. Invite questions from students directed at comments they heard from classmates.
- Since some of the underlying issues here may be particularly controversial, make sure that students understand the need to make their comments and questions respectful and genuine, and grounded in the audio material.

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<td>3.7</td>
<td>Dolores Huerta: Farm Workers</td>
<td>Listening</td>
<td>Listen as your teacher plays a portion of a 1975 interview with Dolores Huerta. As you listen, jot down the information she gives about her childhood and background. The clip begins with several minutes of another recording, of farm worker Roberto Acuna, describing his childhood experiences in school and at work. Then Huerta responds, saying, “That is the story of the vast majority of the Mexican Americans in this country” (main interview at 6:16, ChavezHuerta3 at 4:52). As you continue to listen, jot down your reaction and other thoughts about what you hear, and how you could connect this material with what Cesar Chavez describes in his interview.</td>
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**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

► Play ChavezHuertaSegment3. Repeat any part of it you wish to emphasize.
► If you choose to extend the listening period, allow more time for discussion following, and prepare additional questions you think would serve the longer discussion.
► **NOTE:** Again, if you need to shorten the lesson, choose a shorter segment of the same section of the Huerta interview that best suits your time and purpose.

| 3.8 | Dolores Huerta’s Life and Career    | Whole-Group Discussion | As directed by your teacher, position yourself to participate in a whole-class discussion. Begin by volunteering details from the interview that especially caught your attention. Continue to respond to suggestions and materials presented by your teacher. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

► Arrange the class as necessary to allow students to share their reactions and thoughts directly with one another.
► Encourage students to raise specific examples of details that struck them.
► Have them compare Huerta’s experiences with those described by Chavez.
► If you choose, ask students to talk about the effect of media—in Huerta’s experience, the shift from radio to TV—on the consciousness of children growing up in poverty. Ask how media today might also affect the consciousness of people from different socioeconomic backgrounds.
► Two additional points you could raise for discussion are students’ thoughts about (1) Huerta’s decision to quit teaching (do they understand and agree with her choice?), and (2) her wish that some among her ten children would become organizers.
► To carry this conversation further, touching on the issue of “illegals,” play ChavezHuertaSegment2.
► If you have prepared comparative material from Steinbeck’s *The Grapes of Wrath*, present it as you have planned. Ask the students how the two sources relate to one another. What similarities do they see in the two historical moments described?
► Ask students what connections they see to current events. If you have not done so previously, consider presenting current news stories related to this topic. Finally, invite students to share ideas about how these social problems can be dealt with.
► Note that this would be a time to remind students that the fictional farm workers in Steinbeck’s novel are in real life often the ancestors of the growers, school principals, and other community leaders that have, at times, opposed the efforts of Chavez and Huerta.

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| 3.9| Comparing Chavez and Huerta (10 minutes) | Small-Group Work | These two individuals are powerful leaders in the struggles of the farm workers for better wages and respectful treatment by growers. As directed, share your thoughts about these two leaders.  
- How are Chavez and Huerta alike? In what important ways are they different?  
- What qualities, strategies, and experiences do Chavez and Huerta share with leaders of the civil rights movement in the 1950s and 1960s that you have studied recently or in the past? |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Have students form small groups for this activity.
- As you encourage students to formulate a relationship of the work of these two leaders, have each group create a T-chart based on their responses that can be displayed for the whole class.
- Press students to come up with details from the early lives of both individuals that will support their conclusions about similarities and differences.
- If you have studied lessons on the civil rights movement, help students to make connections between those and the struggle for workers’ rights.
- If students don’t discover it on their own, inquire about the idea of “dignity” that both leaders mention. What does the term mean in this context? Why is it important?

| 3.10| Writing about Chavez and Huerta (flexible) | Closing/Writing Extension | Beyond the classroom period, follow your teacher’s instructions and create a written reflection on the life and work of either Chavez or Huerta. |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- This activity depends on the motivation and opportunity of students to work beyond the period, and beyond the classroom. If the prompt needs to be more specific for your students, limit the scope of their writing.
- Alternatively, if some students are taken with the idea of a comparison and wish to pursue that in writing, choose an assignment that suits both your circumstances and their interests.
- Also consider utilizing one or more of the Guiding and Extension Questions or the Opening and Closing Questions as a basis for a writing prompt.
- In addition, if circumstances permit, consider assigning students the rest of the interview, or some significant portion of it, to listen to on their own.
This lesson does not presume prior knowledge of the women’s liberation movement on the part of students. Of course, it is impossible to know how much any student requires to begin to grasp the historical context of this interview, let alone the fundamental questions that arise from events of that time. The following is a thumbnail introduction to the feminist movement in the United States leading up to and immediately following a 1970 interview with three leaders of the feminist movement in Chicago: Jo Freeman, a graduate student at the University of Chicago and a freelance writer; Mary Jean Collins-Robson, a feminist bookstore owner and local president of the National Organization for Women (NOW) who later became executive director of Chicago NOW and then national action vice president; and Naomi Weisstein, professor of psychology at Loyola University of Chicago.

A Brief History of the Feminist Movement in the United States

The long struggle of women for equal rights has roots in American history, and across the globe. Nevertheless, significant dates, important events, and prominent leaders are unfamiliar to many of us today. Here are some highlights of events leading up to the time of this interview.

In 1848, the first women’s rights convention was held in Seneca Falls, New York. There, sixty-eight women and thirty-two men outlined grievances (the Declaration of Sentiments) and set the agenda for the women’s rights movement. Two years later, the first National Woman’s Rights Convention took place in Worcester, Massachusetts, attracting hundreds of participants.

In May 1869, Susan B. Anthony and Elizabeth Cady Stanton created the National Woman Suffrage Association (NWSA), whose primary goal was to achieve voting rights for women by means of a congressional amendment to the Constitution. In 1890, NWSA and the American Woman Suffrage Association (AWSA) merged to form the National American Woman Suffrage Association (NAWSA), which waged campaigns state by state to obtain voting rights for women.

The federal woman suffrage amendment, originally presented by Susan B. Anthony and introduced in Congress in 1878, was passed in 1919 by the House of Representatives and the Senate. It was then sent to the states for ratification. On August 26, 1920, the Nineteenth Amendment to the Constitution was signed into law, granting women the right to vote.

On June 10, 1963, Congress passed the Equal Pay Act, making it illegal for employers to pay a woman less than what a man would receive for the same job.

Title VII of the Civil Rights Act of 1964 bars discrimination in employment based on race and sex. It also established the Equal Employment Opportunity Commission (EEOC) to investigate complaints and impose penalties.

The National Organization for Women (NOW) was founded in 1966 by a group of
feminists including Betty Friedan, author of *The Feminine Mystique*. NOW’s goal was to end sexual discrimination in the workplace and elsewhere.

After this interview: In March 1972, the Equal Rights Amendment (ERA) was passed by Congress and sent to the states for ratification. Originally drafted by suffragist Alice Paul in 1923, the amendment read: “Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.” The amendment died in 1982 when, after vocal opposition by many, including prominent women, it failed to achieve ratification by a minimum of thirty-eight states.

In 1973, as a result of *Roe v. Wade*, the Supreme Court established a woman’s right to safe and legal abortion.

In 1992, in *Planned Parenthood v. Casey*, the Supreme Court reaffirmed the validity of a woman’s right to abortion under *Roe v. Wade*. The case successfully challenged Pennsylvania’s 1989 Abortion Control Act, which sought to reinstate restrictions previously ruled unconstitutional.

### Guiding and Extension Questions

These questions open discussion beyond the scope and framework of this lesson. Some are rooted in facts that can be researched; others ask for opinion and elaboration based on evidence. Together with the Opening and Closing Questions (p. 5), these may be introduced prior to the unit and utilized as signposts and reference points during and after. Use them as desired to broaden students’ awareness of the historical moment represented in the interview and the connection to current events. As noted in the introduction, many are unaware of the protracted struggle for women’s rights in America. These questions can also serve as a foundation for extension writing beyond the limits of the lesson.

1. Do women have the same rights as men in the United States? If not, what do they lack? Are the existing laws reflected in the experience of women in the workplace and elsewhere?

2. What is feminism? What are feminist goals? Why do people understand the term differently? Why is the term controversial among both women and men?

3. How do you explain female resistance to equal rights for women? What leads women like those mentioned during the interview (main interview at 8:55; WmnsRightsSegment6) to oppose equal rights and claim that they don’t need an amendment or anything else to be equal?

4. *(For extension exercises)* How are the issues surfaced in the interview still alive in current events? Cite examples of recent news articles that reflect the ongoing nature of these issues. Where do you most expect to see change of any kind regarding women’s rights?
Studs Terkel Interview with Mary Jean Collins-Robson, Jo Freeman, and Naomi Weisstein, 1970

TEACHER PREPARATION

▶ Preview the interview in its entirety (61:21) to give yourself a necessary broader perspective and allow you to decide whether to expand the amount of material students listen to during class or thereafter.

▶ Provide background for students about the history of women’s rights and NOW, the National Organization for Women, and additional historical and statistical data regarding the topic.

▶ If you plan to include additional materials, language from Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, or further background about NOW, prepare a way to present them to the class.

▶ Total running time for this unit is about 112–119 minutes, or 132–139 minutes with the optional activities, plus whatever time you determine is appropriate for the writing extension.

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<th>TITLE AND DURATION</th>
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<th>STUDENT INSTRUCTIONS</th>
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</table>
| 4.1 | Equal Power and Equal Privilege    | Initial Freewriting  | Early in the interview, one of the women says, “What we want to do is change the society so that there really is equal power and equal privilege for everybody... For women to become fully free individuals, the society has to be a place where free individuals can grow.” Take a few moments to quickly jot down your responses to the following questions:
  • Is this statement what you expect from someone who supports feminism? Why or why not?
  • What, if anything, surprises you about the statement? |

TEACHER LESSON GUIDELINES AND SUGGESTIONS

▶ For the purpose of this exercise, wait to present the background material provided. Give students the opportunity to record their reaction to the quotation from the interview and to respond to the questions.

▶ Allow students about five minutes for writing. Encourage them to put down their thoughts quickly, without editing. Assure them that this writing is private and they will not be asked to share it with classmates or with you.

4.2 Do Women Have Equal Rights? (5–10 minutes)

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<th>ACTIVITY TYPE</th>
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| Pair and Share| Join a classmate to discuss the question in the title of this exercise. Make a chart listing on the left side the observations you and your partner make that seem to indicate that women do have equal rights. On the right side, list reasons that you find that indicate that women do not have the same rights as men.
  If you disagree about a particular item, make a note of that for further discussion later. |

TEACHER LESSON GUIDELINES AND SUGGESTIONS

▶ Your students probably are familiar with T-charts, but make any necessary explanation.

▶ As the partners work, circulate to see how well students are working together. As necessary, consider giving them specific instructions for creating the chart in order to encourage more equal sharing.

▶ Let students know they should save the T-chart for later in the period or another class.
### # | TITLE AND DURATION | ACTIVITY TYPE | STUDENT INSTRUCTIONS
--- | --- | --- | ---
4.3 | Women's Rights: How Far Have We Come? (25–27 minutes) | Listening | Listen to a portion of Studs Terkel's 1970 interview with Jo Freeman, Mary Jean Collins-Robson, and Naomi Weisstein. Be sure to take note of statements that strike you powerfully; record your own observations and questions as well. Think about the fact that this is an interview, not a written text. Listen for places where a voice tells you something more than the words alone. Listen also for places where you feel you might identify with various attitudes and methods, if in service of the same or some different cause. |

#### TEACHER LESSON GUIDELINES AND SUGGESTIONS
- Play WmnsRightsSegment1, then repeat it.
- As students listen, encourage them to take notes on portions that seem to stand out for whatever reason.

4.4 | What Kind of Change? (15 minutes) | Shared Inquiry Discussion | As directed by your teacher, position yourself to participate in a whole-class discussion. Listen as your teacher reads an excerpt from the interview; then, as directed, address the following questions:
- Weisstein seems to advocate societal change beyond what directly affects women. What does she mean?
- How are men included in her vision?
- Is this perspective consistent with your ideas of feminism? |

#### TEACHER LESSON GUIDELINES AND SUGGESTIONS
- Ask the class to prepare for a Shared Inquiry discussion. If students are familiar with this type of discussion, they may need little reminder of the appropriate protocols. However, if students are used to answering factual questions, you may need to explain the structure and purpose of Shared Inquiry. If necessary, present or repeat the Shared Inquiry guidelines to them.
- If your class is small enough to reasonably allow all members to take part, form a circle or a horseshoe and begin. If your class is large, form an inside circle with participants and an outside circle of observers.
- In this Shared Inquiry discussion, depending on your class size and makeup, you may structure the discussion by gender, by dividing the class into participants and observers, or by inviting the whole class to participate.
- Encourage students to listen and to respond to one another rather than directing all comments back to you.
- Begin the discussion by repeating the statement from Naomi Weisstein, or playing WmnsRightsSegment2: “What we want to do is change the society so that there really is equal power and equal privilege for everybody... For women to become fully free individuals, the society has to be a place where free individuals can grow.”
- Students may need some help understanding Weisstein's meaning. If so, ask students to take a moment to paraphrase her words to make her meaning more apparent. Ask for volunteers to share their interpretations.
- If you have structured the discussion with some students as observers, ask them to record in writing questions or statements they would have contributed. As time permits, you could take these up later with the whole group.

4.5 | Discussion Wrap-Up (2 minutes) | Transition | Listen as your teacher sums up the previous exercise and introduces the next. |

#### TEACHER LESSON GUIDELINES AND SUGGESTIONS
- Provide whatever summary you feel your students need to take away the most from the activity. Then direct their attention to the next segment of the interview.
- Remind them as necessary to take notes as they listen so they will have ample specifics to bring to the following discussion.
Studs Terkel Interview with Mary Jean Collins-Robson, Jo Freeman, and Naomi Weisstein, 1970, continued

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<th>#</th>
<th>TITLE AND DURATION</th>
<th>ACTIVITY TYPE</th>
<th>STUDENT INSTRUCTIONS</th>
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<tbody>
<tr>
<td>4.6</td>
<td>What Is Oppression? (25 minutes)</td>
<td>Listening</td>
<td>Listen to another segment of the interview with Jo Freeman, Mary Jean Collins-Robson, and Naomi Weisstein. Pay particular attention to the concept of oppression as it is defined and discussed here. As you listen, record ideas you find interesting, as well as questions and observations you may have. Consider also how these perspectives about women’s rights and about civil rights in general compare to more recent issues and events in American society.</td>
</tr>
</tbody>
</table>

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Present whatever background information you think would provide appropriate closure for the previous exercise and introduction to the listening to come.
- Play WmnsRightsSegment3. Repeat all of it if possible, or select shorter sections to repeat that you wish students to focus on. As always, encourage students to take notes and record their observations and questions as they listen.
- Students may require some support as they consider the concept of oppression. If necessary, use the following quotes to allow them to focus on shorter, provocative ideas.
  - “Oppression’s a loaded word in this society. It’s one of those words you’re not supposed to use.” (Jo Freeman, WmnsRightsSegment4)
  - “No group of people is so oppressed as one which will not recognize their own oppression. Because the first thing that has to happen to any group of people in order to keep them oppressed is to persuade them that they like it where they’re at, that in fact it could not possibly be any better” (Naomi Weisstein, WmnsRightsSegment5).

4.7 Loaded Words (15 minutes) | Shared Inquiry Discussion | As directed by your teacher, position yourself to participate in a whole-class discussion. Respond to the following prompts about this portion of the interview relating to the concept of oppression.
- Why is oppression “a word [we’re] not supposed to use”?
- What significant differences does Collins-Robson say exist between oppression experienced by women and that experienced by blacks? To what extent do you agree?

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Ask the class to prepare for a Shared Inquiry discussion. Since this is the second such activity in this lesson, they should need little reminder of the appropriate protocols.
- If you divided the class by gender during the first discussion, it might be wise to create a different, perhaps random division for this second discussion.
- Open the discussion by inviting students to voice their initial impressions of the interview and the subjects it raises. Then, as time permits, ask students to discuss some or all of the questions provided.
- As before, encourage students to respond to one another, question one another, and add to one another’s ideas rather than directing all commentary to you or trying to “win” the discussion.
- Depending on time and your students’ interest, consider providing a forum for discussion of the contemporary concept “internalized oppression” as it applies to the conversation from 1970. You may have to offer them a working definition of *internalized oppression*. To ground that discussion in a specific context, play WmnsRightsSegment6 and encourage students to record their observations and any questions they may have.
- If the discussion seems to be going well, consider extending the time.

(continued)
### STUDS TEREKEL INTERVIEW WITH MARY JEAN COLLINS-ROBSON, JO FREEMAN, AND NAOMI WEISENSTEIN, 1970, continued

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<tr>
<th>#</th>
<th>TITLE AND DURATION</th>
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<th>STUDENT INSTRUCTIONS</th>
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</thead>
</table>
| 4.8 | What and Who Is a Feminist? (10 minutes) | Whole-Group Discussion | As directed by your teacher, share your ideas about the term and how you hear it applied in your peer group, by adults, and in the media. Consider the following questions:  
• During the interview, Weisstein makes several references to words that we are not supposed to use. Is feminist one such word today? Why or why not?  
• Have you ever been called a feminist, and if so, how was it delivered, and how did you feel about that word, that label?  
• Would you call yourself a feminist? What would that mean to you?  
• Can a male be a feminist? |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

► If time permits, and if you feel it appropriate and without putting any individual in an uncomfortable spot, introduce this additional topic. Ask students to address some or all of the listed questions.

► You might bring the discussion to a more current context by noting that in early 2017, White House spokesperson Kellyanne Conway said that feminism is associated with being “anti-male” and “pro-abortion.”

| 4.9 | A General Strike for Women’s Rights (15 minutes) | Optional Whole-Group Discussion | As directed by your teacher, participate in a discussion on the topic of the general strike on August 26, 1970. This event took place across the United States, commemorating the fiftieth anniversary of the right to vote. Now we are coming up to the hundredth anniversary. Thinking of what you have heard in the interview and about what you have heard and seen in the news lately, address these concluding questions:  
• How have things changed in these past fifty years? Have things changed?  
• What has not happened in the last half century? In the last century? |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

► Once again, in this discussion, depending on your class size and makeup, you may structure the discussion by gender, by dividing the class into participants and observers, or by inviting the whole class to participate. If the discussion is going well, consider extending the time.

► It may serve your class to remind them of similar, much more recent events. If students struggle to grasp the historical significance of the events mentioned in the interview, consider adding the following question:  
• On January 21, 2017, the day after Donald Trump was inaugurated, millions of women (and men) took part in protests, not only in the United States but around the world. These protests, while organized in response to Trump’s election, were intended by organizers to be proactive demonstrations broadly in support of women’s rights. What does this demonstration, nearly fifty years after the one mentioned in the interview, indicate about the status of women in society and in the workplace, both in this country and around the world?

► If appropriate and if you have time, this would be an opportunity to have students introduce some of their observations from their T-charts from early in the unit.

► Note that it is possible some students may have strong feelings about these ideas, and some may disagree with the general opinion in the class. Do your best to identify any discomfort among your students and address it as you see fit.
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<th>ACTIVITY TYPE</th>
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</table>
| 4.10 | What Did You Hear? (10 minutes) | Partner Interview                  | Join a classmate and, for five minutes, take turns interviewing each other. Use the following questions, plus any of your own that you feel are appropriate and enlightening:  
  - What did you hear during class today that surprised you most?  
    Why do you think that was so?  
  - What is the most important new information or insight that you heard today?  
  - Did you change your mind about anything as a result of what you heard today? What was that? |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Pair students together as you deem appropriate.
- This activity allows students to experience for a few moments the atmosphere of an interview such as they heard today. If time permits, you may wish to ask them how it felt to conduct a very short interview.

| 4.11 | Reflection on Shared Inquiry (5 minutes) | Optional Whole-Group Discussion | Take a few minutes to capture your thoughts about today’s discussions and the follow-up in writing.                                                                                                                             |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- Allow students whatever time you deem appropriate for a closing reflection. Sharing these thoughts might be a good way to review the material in the next class meeting, and see what sticks for students.

| 4.12 | More Exploring: Women’s Rights (flexible) | Closing/Writing Extension | Beyond the classroom period, follow your teacher’s instructions and create a written reflection on the work of these women.                                                                                               |

**TEACHER LESSON GUIDELINES AND SUGGESTIONS**

- For the writing extension, as circumstances allow, consider assigning students a longer, formal written piece based on any of the issues raised in the Guiding and Extension Questions (p. 31) or in the Opening and Closing Questions (p. 5).

- In addition, if your circumstances permit, consider assigning students the rest of the interview, or some significant portion of it, to listen to on their own.
## Audio Clips Reference Chart

<table>
<thead>
<tr>
<th>AUDIO CLIP NAME</th>
<th>CLIP LENGTH</th>
<th>TIME STAMP WITHIN WHOLE INTERVIEW</th>
<th>START PHRASE</th>
<th>END PHRASE</th>
<th>SOUND FILE IN THE ARCHIVE</th>
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</thead>
<tbody>
<tr>
<td>SNCC clip 1</td>
<td>3:43</td>
<td>0:00–3:42</td>
<td>music/song</td>
<td>“thought they meant beyond the sky.”</td>
<td>SNCCSegment1</td>
</tr>
<tr>
<td>SNCC clip 3</td>
<td>1:40</td>
<td>17:32–19:11</td>
<td>“Mary, I’m gonna ask you”</td>
<td>“where do I go.”</td>
<td>SNCCSegment3</td>
</tr>
<tr>
<td>Wright clip 1</td>
<td>6:07</td>
<td>5:56–12:02</td>
<td>“come to the here and now.”</td>
<td>“power and life are the same.”</td>
<td>NWrightSegment1</td>
</tr>
<tr>
<td>Wright clip 2</td>
<td>7:02</td>
<td>12:23–19:22</td>
<td>“You speak of so many aspects”</td>
<td>“problem people move into the city.”</td>
<td>NWrightSegment2</td>
</tr>
<tr>
<td>Chavez clip 1</td>
<td>3:05</td>
<td>18:58–22:02</td>
<td>“The Negro revolution”</td>
<td>“but it’s a goal anyway.”</td>
<td>ChavezHuerta1</td>
</tr>
<tr>
<td>Chavez clip 2</td>
<td>4:49</td>
<td>23:38–28:27</td>
<td>“You know, I’m thinking as we hear Cesar”</td>
<td>“and that can’t be stopped.”</td>
<td>ChavezHuerta2</td>
</tr>
<tr>
<td>Women’s Rights clip 1</td>
<td>4:55</td>
<td>0:00–4:55</td>
<td>music/song</td>
<td>“individuals can grow.”</td>
<td>WmnsRightsSegment1</td>
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<tr>
<td>Women’s Rights clip 2</td>
<td>0:37</td>
<td>4:16–4:55</td>
<td>“What we want to do”</td>
<td>“individuals can grow.”</td>
<td>WmnsRightsSegment2</td>
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<tr>
<td>Women’s Rights clip 3</td>
<td>7:23</td>
<td>4:53–12:16</td>
<td>“This perhaps may be”</td>
<td>“a donation, happy.”</td>
<td>WmnsRightsSegment3</td>
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<tr>
<td>Women’s Rights clip 4</td>
<td>0:04</td>
<td>7:24–7:29</td>
<td>“Oppression’s a loaded word”</td>
<td>“you’re not supposed to use.”</td>
<td>WmnsRightsSegment4</td>
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<tr>
<td>Women’s Rights clip 5</td>
<td>0:19</td>
<td>8:29–8:48</td>
<td>“No group of people is so oppressed”</td>
<td>“it could not be any better.”</td>
<td>WmnsRightsSegment5</td>
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<tr>
<td>Women’s Rights clip 6</td>
<td>2:15</td>
<td>6:46–9:00</td>
<td>“Marlene Dixon”</td>
<td>“no, we won’t take it anymore.”</td>
<td>WmnsRightsSegment6</td>
</tr>
</tbody>
</table>