

~~United States Catholic Conference~~  
Campaign for Human Development  
Poverty and Justice...  
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# Poverty and Justice in America

A Manual for  
Elementary and  
Secondary Education

Poverty

CAMPAIN FOR HUMAN DEVELOPMENT  
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1973-74

UNITED STATES CATHOLIC  
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# Poverty and Justice in America:

A Manual for Elementary and Secondary Education

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# CONTENTS

|                                                               |    |
|---------------------------------------------------------------|----|
| I. INTRODUCTION                                               |    |
| Statement of premise, purpose and scope of the material . . . | 2  |
| II. OVERVIEW . . . . .                                        | 4  |
| III. THE LEARNING ENVIRONMENT . . . . .                       | 5  |
| IV. SOCIAL INJUSTICE . . . . .                                | 6  |
| Graffiti Analysis . . . . .                                   | 7  |
| Poverty Diet . . . . .                                        | 7  |
| Poverty Game . . . . .                                        | 8  |
| Community Survey of Middle Class . . . . .                    | 9  |
| Multi-Media Show . . . . .                                    | 12 |
| Statistical Research Project . . . . .                        | 13 |
| V. CAUSES OF SOCIAL INJUSTICE . . . . .                       | 14 |
| Mr. Smith's Daily Life . . . . .                              | 14 |
| VI. RESPONDING TO SOCIAL INJUSTICE . . . . .                  | 18 |
| Scriptural Reflection . . . . .                               | 18 |
| A Plan for Action . . . . .                                   | 20 |
| Examination of Life Styles . . . . .                          | 21 |
| Poverty Congress . . . . .                                    | 22 |
| VII. POVERTY AND PLURALISM . . . . .                          | 24 |
| A Political Map . . . . .                                     | 24 |
| Experience of Media . . . . .                                 | 26 |
| Language Analysis . . . . .                                   | 26 |
| Fabric Design . . . . .                                       | 28 |
| An Indian Scenario . . . . .                                  | 29 |
| Value Clarification . . . . .                                 | 30 |
| Ancestor Study—A Family Tree . . . . .                        | 31 |
| APPENDIX . . . . .                                            | 34 |
| BIBLIOGRAPHY . . . . .                                        | 35 |





# I. INTRODUCTION

Forced to face the devastating results of our technological environment (racism, poverty, pollution, war), many teachers, students and educators throughout the country are searching for new values and effective value-education methods. A society that pollutes its water, its land and its air does not respect its home; a society which respects racism does not respect itself; a society that does not respect itself and its home is angry, feels guilty and makes war with its neighbors, contributing to the destruction of mankind. Such a society has the need to see itself objectively, to examine its values and begin to rid itself of its guilt. Then it must build new systems of values and ways of living that are reflective of a new age, with a more highly developed sense and value for life.

Educators can address themselves to nurturing a fuller sense of social responsibility. As Christian educators we can bring to the learning environment an awareness of the presence of God and His Word in our world, in our local communities, and in ourselves. We believe that this power can liberate persons from bondage in all its forms. We are faced with the apparent fact that while many Christians accept a responsibility for salvation from personal sin, many have not as a Christian community been aware of our need for liberation from social sin, and the connection between seeking justice and being a Christian. This fact was studied and recognized by the Synod of Bishops in Rome, 1971:

“How is it after 80 years of modern social teaching and two thousand years of the gospel of love, that the Church has to admit her inability to make more impact upon the conscience of Her people? . . . It was stressed again and again (in the debate) that the faithful, particularly the more wealthy and comfortable among them, simply do not see structural



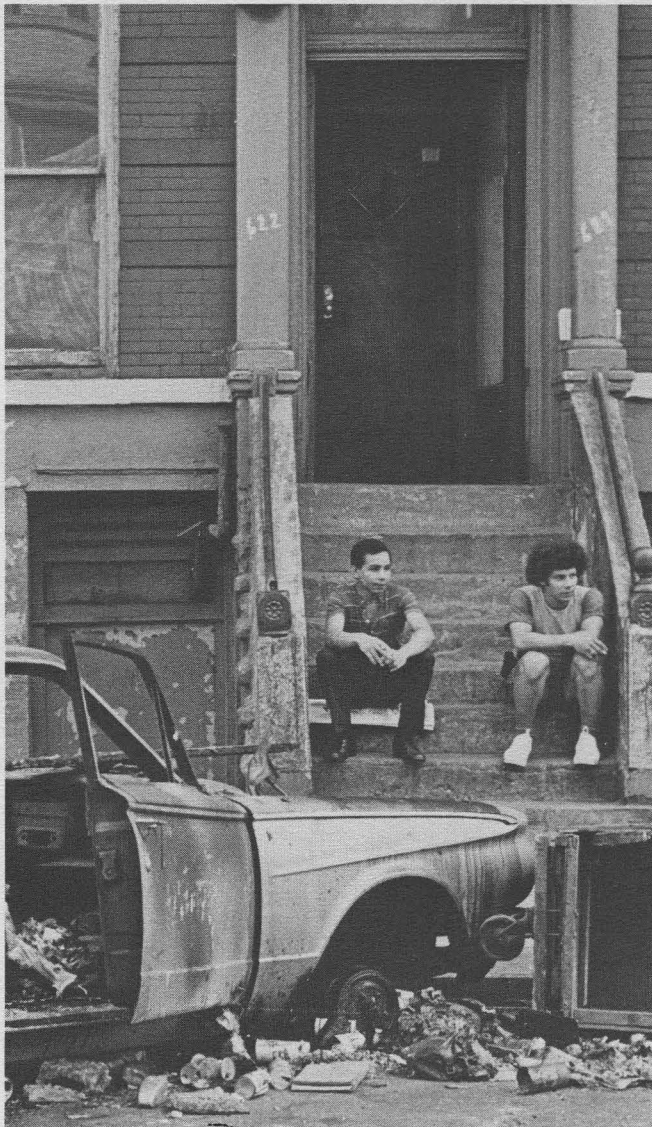
social injustice as a sin, simply feel no personal responsibility for it and simply feel no obligation to do anything about it. Sunday observance, the Church's rules on sex and marriage—tend to enter the Catholic consciousness profoundly as sin. To live like Dives with Lazarus at the gate is not even perceived as sinful.” (paragraph #7, Summary of general debate on world justice.)

By presenting a flexible, developmental guide for learning sessions in social justice, we hope to assist teachers and students in evaluating their attitudes about poverty, racism and social injustice and to assist a process of curriculum change by providing concrete suggestions for positive action, both



personal and communal. Through analysis of personal feelings, thoughts and behavior, a teacher-student team can develop the tools for a deeper social analysis of fact, attitudes and action. Through such a developmental process, the teacher-student team can come to a clearer understanding of themselves, gain a deeper respect for themselves and build a strong factual base from which positive action can grow.

The scope of this material is potentially unlimited; we attempt only a brief introduction, with confidence that creative teachers will add in-depth study where particular community needs exist. Some exercises and activities in the manual will be more useful than others. It is hoped that this material will suggest further areas of investigation and provide an outline and format for that study. The manual is designed as a guide, best used in conjunction with the Campaign for Human



Development modules published in 1971. The first four units are directed towards the secondary level; the last unit, Poverty and Pluralism, is geared more specifically towards the elementary level. However, the material in this manual is flexible and lends itself to adaptation within or without the classroom, to any age level, and could also be used without the Campaign for Human Development modules.

Following is a schedule of activities and their related modules.

| Secondary level modules:        | Activity:                                                       | Unit:                          |
|---------------------------------|-----------------------------------------------------------------|--------------------------------|
| What is Poverty?                | Graffiti Analysis<br>Welfare Diet<br>Poverty Game               |                                |
| Who are the Poor?               | Community Survey                                                | Social Injustice               |
| Where are the Poor?             | Multi-Media Show<br>Statistical Research Project                |                                |
| Why Poverty?                    | Mr. Smith's Daily Life                                          | Causes of Social Injustice     |
| Responding to Poverty?          | Plan for Action<br>Examination of Lifestyle<br>Poverty Congress | Responding to Social Injustice |
| Elementary level modules:       | Activity:                                                       | Unit:                          |
| The Black American              | A Political Mural                                               |                                |
| Some Spanish-Speaking Americans | Language Analysis                                               | Poverty                        |
| The American Indian             | Fabric Design<br>An Indian Scenario                             | and                            |
| The Elderly                     | Value Clarification                                             | Pluralism                      |
| White Americans & Rural Poverty | A Family Tree                                                   |                                |

Because these materials have not been tested in the classroom, we invite your comments and your suggestions. Through this valuable feed-back process we can improve our materials and serve your needs more practically.

Campaign for Human Development  
1312 Massachusetts Ave., N.W.  
Washington, D. C. 20005

## II. OVERVIEW

goals  
objectives  
materials  
procedures

### GOALS:

To raise the level of consciousness of the teacher-student team to a greater understanding of the nature of social injustice; from this greater consciousness to motivate action for and understanding of social justice, as an eminently Christian activity.

### OBJECTIVES:

- To expose students and teachers to the facts of poverty and social justice.
- To provide a sense of experience in poverty.
- To collect data and material reflecting current social consciousness on poverty.
- To gain skill in the use of the inquiry method.
- To gain skill in distinguishing fact from opinion.
- To help students discover their own biases and prejudices towards the poor.
- To assist students in learning to make reflective application of Christian values to contemporary issues.
- To develop a deepening sense of social justice towards oneself and neighbors.
- To develop the ability to ask meaningful questions.
- To develop skill in observation.
- To develop critical thinking.
- To analyze the language of poverty and social movements.
- To improve technical skills in recording data.
- To gain technical skill in operating audio-visual equipment.
- To develop organizational skills.

### MATERIALS:

1. Large photos or posters depicting the environment of material poverty, emotional poverty, etc.
2. News clippings of important headlines that relate to particular incidents of poverty. (teacher and student to collect this material.)
3. Elementary and Secondary Curriculum Modules, Campaign for Human Development.
4. Paper and copy machine (optional).
5. Reading especially recommended for teacher preparation. These and others included in the Bibliography could also be used for class activity.

*The Other America*; Michael Harrington. *Poverty Profile 1972*; Campaign for Human Development.

*Poverty in Christian Life Amidst an Affluent Society*; Yves Congar. (suggested for the teacher).

*Still Hungry in America*; Robert Coles. *The Forgotten Americans*; Ronald J. Liszkowski.

*The American Poor: A Report on Poverty in the United States*; Robert A. Liston.

*Blaming the Victim*; William Ryan. *Justice in the World*; Statement of 1970 Roman Synod of Bishops—United States Catholic Conference.

*A Call to Action*—Letter of Pope Paul VI to Cardinal Roy on the occasion of the 80th anniversary of the Encyclical *Rerum Novarum*—United States Catholic Conference.

### BASIC PROCEDURE:

Recent educational theory, both secular and Christian, is beginning to accept the probability that: *What* is communicated (the subject matter) has its chief impact on the learner according to *how* it is communicated (the method). Both Paulo Freire and Marshall McLuhan have developed educational theories dealing with this premise. The *how* or method that is used through the learning environment is therefore of crucial importance. A teacher cannot “teach” social justice, or liberation from social injustice. What educator and learner have together is the opportunity to create new knowledge and experience which is liberating for both.

In this approach, a team concept (teacher-student) is indispensable. *Together* they can develop the subjects and methods for gaining a deeper insight into the realities of social injustice. Through the development and growth of a learning environment that speaks of mutual shared searching for both teacher and student, it becomes possible for the education process itself to be a part of the move toward social justice.





### III. PREPARING THE LEARNING ENVIRONMENT

Environment is a composite of numerous elements: sound, color, light, temperature, humidity and odor. Teacher, students and their attitudes are the human components of environment, affecting the institutional learning experience either positively or negatively. No element is neutral. If the environment speaks of apathy, disorganization, or chaos, that is what the student will learn. If it is too rigid and dull, these qualities will frame the students' learning, or alienate them. Following is a brief discussion of color and space as it affects environmental order.

The color of the room is a subtle and important element. White walls provide an excellent surface for reflecting both artificial and natural light. A first project in the unit might be painting the walls and collecting graphics to illustrate instances of poverty. Graphics should be large, dramatic and strategically positioned.

Throughout the manual, floor space is described as: 1) discussion or audio-visual space and 2) workshop space. It is desirable to have a flexible, mobile environment that can change to meet the needs of a specific activity. For discussion it is beneficial to have several possible plans which will provide optimal use of time and space—this is the purpose of a prepared environment.

Obviously, traditional classroom seating and teaching arrangement facilitates a teacher-led learning exchange with, at best, communication between two people. Others are merely audience, and all learners are recipients of transferred knowledge. Personal interiorized knowledge can often be better attained by careful use of various seating or working arrangements which make possible greater quantity of communication and greater quality of learning.

The effectiveness of a communication system depends on the quantity and quality of information it can handle. The following chart illustrates the communication flow in various possible discussion arrangements.

| Traditional                                           | More Flexible                                                                                    |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Communication<br>Limited<br>xxxx<br>xxxx<br>xxxx<br>x | xxxxxxxxx Communication<br>x Table x Opened Up<br>xxxxxxxxx<br><br>Circle<br><br>Semi-<br>Circle |

The classroom as workshop functions best with a plenum of interesting activities and materials, set into a design that provides maximum utility of space. Provided with an abundance of interesting materials in well-ordered space, students can develop their own curriculum and methods for problem-solving. Following is a suggested list of materials and equipment that have stimulated and developed observational skill, organizational ability, and problem-solving techniques:

- |                                                |                                                                                        |
|------------------------------------------------|----------------------------------------------------------------------------------------|
| scissors                                       | c-clamp                                                                                |
| rulers (metal and wood),<br>angle and T square | modeling clay                                                                          |
| glue                                           | graph paper                                                                            |
| pencils and erasers                            | stapler                                                                                |
| magic markers                                  | compass slide rule                                                                     |
| paper (various colors,<br>textures, and sizes) | tempra paints                                                                          |
| wood (pine and balsam)                         | junk: cardboard boxes,<br>rolls from paper towels,<br>containers of all kinds,<br>etc. |
| saw                                            | optional equipment:<br>calculators, typewriters<br>and adding machine.                 |



## IV. SOCIAL INJUSTICE

*“But education demands a renewal of heart, a renewal based on the recognition of sin in its individual and social manifestations. It will also inculcate a truly and entirely human way of life in justice, love and simplicity. It will likewise awaken a critical sense, which will lead us to reflect on the society in which we live and on its values; it will make men ready to renounce these values when they cease to promote justice for all men.”*

Roman Synod of Bishops,  
“Justice in the World”, (Pt. III)

The aim of this unit is to develop a sensitivity to and consciousness of social injustice. Before it becomes possible to act justly, one must become aware of the reality of injustice in the world. We no longer live in an era where a philosophy of moral and economic “laissez-faire” is appropriate or viable. The age of extreme individualism has run its course. With the advent of the concept of a global community, man must strive to live more harmoniously with his neighbors. As an infant moves developmentally from a position of great egocentrism to one of growing social awareness, so man moves developmentally to a position of extended social consciousness. The concept of justice is growing, dynamic and developmental. What is considered *just* at one point in history, may no longer be just at another. The very process for assessing justice and any other value needs to be dynamic and developmental, including, of necessity, a re-evaluation of what is unjust. “In defending and promoting the dignity and fundamental rights of the human person, an essential role of the Church leaders and members is that of spotlighting injustices and calling for remedial actions.”

*The Quest for Justice*; William R. Callahan, S.J.  
Center for Concern, 1972 p. 10

This unit is meant as an aid to spotlighting the injustice of poverty. Following are some questions which can provide a guide in the study of poverty as a manifestation of social injustice:

- 1) Why do poverty and injustice exist in affluent America?
- 2) Who is responsible?
- 3) How is power exercised?
- 4) How do unjust structures function?
- 5) What is the prevailing ethic in American society?
- 6) What are the national goals?
- 7) How does the free enterprise system function—How is it maintained?
- 8) What are its values and goals?
- 9) Do these values and goals accord with a Christian response to life?

Before moving into the activities it should be mentioned that goals or purposes suggested for each of the following activities are not a statement of what each student *ought* to learn, but are a suggested indicator of potential learning for each activity. We hope that teachers, through the sharing of options, can help students discover for themselves what they need to learn in order to live more harmoniously with themselves, with God and the world.



**MATERIALS:**

1. Butcher paper
2. Tape
3. Crayons or magic marker

**FLOOR SPACE**

1. Large white wall allowing approx. 3 sq. ft. per student

**ACTIVITY:**

**LANGUAGE ANALYSIS**

1. Graffiti or slogan analysis:

**PURPOSE:** To analyze the language of poor people and/or other groups in order to develop an understanding of their thought.

**PROCEDURE:** By experimenting with graffiti the student can experience thought processes involved in making slogans or graffiti. Tack butcher paper on the wall to provide a space for a mural of graffiti. Allow students as much time as they need to exhaust interest in experimenting with their own graffiti. The next segment should be spent in writing on paper the words, phrases or slogans from the graffiti mural. The teacher may want to write on a board. Group discussion of the words and phrases should follow. With the guidance of the teacher, the group can analyze the language for values, goals, stereotyping and prejudices. From the graffiti that stimulate the most discussion, the teacher should assign readings that extend consciousness of those concepts.

Discussion should follow the readings. Followup assignment; record the words and phrases of street graffiti (arrange a field trip for this purpose) or slogans in the news (television, newspaper, photographs). Write on a board the words and phrases collected in the research. Try to analyze the needs, frustrations and experiences of the group that created the street graffiti or slogan.

**EXAMPLES**

- “Stones run it”
- “They’d pave paradise to make a parking lot”
- “Revolution”
- “Viva la Raza”
- “Niggers go home”
- “Custer had it coming to him”

- “America—Love it or leave it”
- “America—Change it or lose it”
- “Neighborhood schools are as American as apple pie”



**MATERIALS:**

1. paper
2. pencils
3. vitamin chart
4. insurance estimates
5. tape recorder (optional)

**FLOOR SPACE:**

1. classroom as workshop

**ACTIVITY:**

**POVERTY DIET**

**PURPOSE:** The first activity, graffiti and slogan analysis, provides a ground for understanding the thought of different groups, especially the poor. This next exercise can provide a base for understanding the feelings of poor people.

**PROCEDURE:** Plan a low income diet: Prepare a budget for a family of five with an income of \$4,000 per year (\$77 per week). Note that this is higher than the federal minimum wage, and that millions of job holders now work full time for less than this. The federal minimum wage is presently \$2.00 an hour or \$4,000.00 for 50 weeks a year. A minimum wage bill is now under debate in Congress. With the possible raise (if any), the minimum income is not likely to go higher than \$4,500 a year. Also note that families living on welfare could afford this or less (but no more) for food and living costs. If you were the head of the family what would you allocate for food, housing, clothing, transportation, taxes, medical needs, insurance, household supplies, recreation? What would be the greatest frustration in day-to-day living?

In planning for the future? Compare this budget with your own family’s budget. Plan adequate food intake on a dollar a day per person.

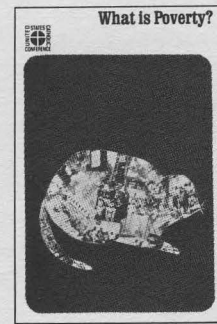
**Experience a welfare diet:** After planning the poverty diet, some students may want to participate with their entire family in experiencing this diet for a week. During the week log the cost per





day of the food and the vitamin intake per family member per day. Compare those calculations with a nutritionally balanced diet. Log the verbal responses of the family to the meals (tape if possible.)

**FOLLOW-UP:** Following the week of the poverty diet, the team should study the responses of the family in order to analyze the feelings expressed. Students can divide the pages of their log in half, listing on the first side the actual verbal responses, and on the second side writing a corresponding phrase or sentence that reveals the underlying meaning of the statement. Through this process the team should come closer to realizing their own feelings, and hopefully become better equipped to understand the feelings of the poor. But feelings alone are not enough; one must know not only what he actually feels but also why he feels this way.



**MATERIALS:**

1. magazines,
2. glue
3. scissors
4. construction paper
5. scrap paper
6. tissue paper
7. yarn
8. envelopes
9. foil
10. anything you can think of for a collage.

**FLOOR SPACE**

1. classroom as workshop

**ACTIVITY:**

**POVERTY GAME**

**PURPOSE:** To show the dynamics of poverty in the midst of affluence. To surface some of the actions and feelings of the poor. To gain some understanding of the dynamics of poverty, the anger, frustration and hopelessness it brings. To identify psychological, spiritual poverty.

The following game is based upon one developed by the United Church of Christ Press, 391 Steel Way, Lancaster, Pa. It does not attempt to give answers or solutions, but only to simulate an experience that of necessity is stereotypic. The complete game may be obtained by writing to the above address.

**PROCEDURE:** Setting the stage: Divide your group into the following categories: citizens (the majority of your group), storekeepers, a policeman, welfare workers, a clergyman, an organizer of the poor, a group of observers and a game supervisor to keep the game moving. Citizens indiscriminately receive money on this scale: In a group of ten, three have no money, two have three cents, two have six cents, one has ten cents, one has twelve cents, and one has seventeen cents.

A larger group would have more wealth but a wider distribution of poverty. For instance, in a group of twenty participants: six have no money, four have three cents, two have ten cents, four have six cents, one has twelve cents, one has fifteen cents, and one has twenty cents. The wel-



fare workers receive half-cent pieces to give as welfare payments and for change for the storekeepers.

The action: The citizens are told they must produce a collage in twenty minutes. They are given sealed money envelopes and told that supplies are sold at various stores. At the end of the time period, every citizen must have a collage to hang on the wall.

2. Storekeepers sell materials the workers need. In a glue store, one dab of Elmer's glue costs one cent; in an equipment store, scissors are three cents; in a paper store, a small sheet of colored tissue paper is two cents, construction paper is three cents and scrap materials may be any price. A junk store has such items as pictures torn from magazines, chicken feathers or any number of items that have been collected for the project. Storekeepers may overcharge, sell damaged merchandise or bargain with customers. They should encourage wealthy customers to spend money. The poor should be made to wait, be overcharged, etc. Near the end of the time limit, storekeepers can increase or reduce prices. They can send a policeman to collect an I.O.U. A citizen can be jailed for not paying.

3. The police patrol the area. They spy on the poor and harass them. They especially watch for cheating and stealing. They rough up offenders. They ridicule poor people and side with the wealthy. They make arrests and place offenders in a jail for one to five minutes.

4. The welfare worker has a few half-cent pieces. He assists the poor, but requires them to fill out long forms and wait for long periods of time before receiving help. He asks personal questions like: "What will you do with your money?" "How much money did you get?" "Have you tried to get your money somewhere else?" He gives half-cent allowances.

5. The clergyman gives out very little money. He talks about the poor people's relationship to the church but is hesitant to take a stand on controversial issues. He asks several rich people for money for the poor.

6. The supervisor is the director of the game. He must know who is assuming what role and who has money. He acts as a catalyst and is very demanding and sometimes insulting. He demands that the poor produce more work but is very critical of their work. He rejects even the finished products, saying they could have been better.

7. The organizer of the poor attempts to unite them. He can organize sit-in's, demonstrations, boycotts or whatever. He may achieve his goal in either a constructive or destructive way. The police are very much opposed to such activity and act accordingly.

8. The observers have a list of citizens and the amount of money each has received. They record the comments and interaction of the group for later discussion.

At the end of the game, all collages are displayed. The participants judge them, examining the implications of each. The supervisor should ask the feelings of the participants and compare them to real life situations. They should note who has money at the end of the game.

**Suggested follow-up:** The feelings and responses of the participants should be accurately recorded. The team should analyze the words, body language, gestures and vocal intonations of the participants. Relate any feelings of frustration and hopelessness to the behavior of the oppressed. Examine carefully the effect environmental influences have on behavior. To motivate serious participation, half a day off from school might be offered to the persons who made the five best collages. Reading Assignment: CHD Module: "What Is Poverty?"



**MATERIALS:**

1. 3 x 5 cards
2. pencils
3. tape recorder (optional)
4. city or community map
5. transportation

**FLOOR SPACE**

1. classroom as workshop

**ACTIVITY:**

COMMUNITY SURVEY of middle class community. (Note: Where appropriate, this could be applied to poor or working class communities.)

The following is an outline for a community survey of middle or upper class communities. The objective is to acquaint members of the survey team with the values, aspirations and life styles of the affluent. The survey will act as a frame for discovering the potential of the community to address itself to a sense of justice. It may also



provide a picture or reflection of other types of poverty besides socio-economic poverty. From this format the team could develop a survey for poor communities: the objective is to determine the immediate and long range needs of the poor such as lack of adequate housing, food, clothing, community services, etc., with an emphasis on providing a framework for community action. It should be noted that this activity is sophisticated in the sense that it involves the sensibilities of the community. It is therefore, recommended that: 1) the survey be conducted within the school community and 2) that individual teachers measure carefully the pros and cons of student safety and general community response.

**PURPOSE:** To provide a factual base for the development of action programs.  
To develop skill in interviewing.  
To develop research techniques.  
To collect data which reflects a particular social consciousness.  
To gain skill in analysis of material.  
To define poverty/non-poverty.

**PROCEDURE:** Prepare questions: The following is a suggested list of the kinds of information the team will want to research. The city/county government should be able to provide additional census information.

- 1) Population of community.
- 2) Racial or ethnic make-up of community.
- 3) Number of families or individuals in each income bracket.
- 4) Major professions or areas of employment.

- 5) The average cost of living for each family.
- 6) The average cost of housing per family.
- 7) The form of transportation per family or individual.
- 8) The size of the family.
- 9) The average age of the community.
- 10) The cost of food per family per week.
- 11) The kinds of recreation/entertainment the family uses/buys each week. Where recreation occurs.
- 12) The religious affiliation of the family.
- 13) The religious affiliation of the community as a whole.
- 14) The cost per family per year for medical expenses.
- 15) The reading habits of the family & individuals in the family.
- 16) How often does each family go to the movies/what do they see?
- 17) What percentage of the income/time goes into charities?
- 18) What clubs or associations do members of the community belong to?
- 19) What portion of income is spent on travel/vacation?
- 20) What is the average length of vacation for working members of family?
- 21) How many members of the family work?
- 22) What is the political affiliation of the family?
- 23) What is the political affiliation of the community?



\*Note: Formulation of questions should be done by the interviewing team. Remember the way a question is phrased affects the answer. Be as objective as possible.

**Setting the stage:** The success of the survey will depend on the cooperation of the community. It may be advantageous to send a letter to each address scheduled for an interview. Let each interviewing team be responsible for the composition and mailing of letters before interviews. The letter should be warm and friendly, explaining the purpose and methods of the survey. It should request permission for the interview and thank perspective informants for their cooperation.

Secure endorsement and cooperation from your local community leaders, community organization, or civic groups to conduct the survey. Have them write a letter of support endorsing the project and requesting residents' cooperation. Copies might be kept as credentials by each interviewer. Reassure residents in writing that the findings from individual interviews will be kept in strict confidence.

**Interviewing:** The atmosphere during the interview should be as relaxed as possible. Have your questions typed and conveniently located. Recording accurately the informant's responses is of primary importance. A good system of note-taking is an important instrument for discovering previously unsuspected connections between different sets of facts and of arriving at unforeseen hypotheses.

Carry credentials or identification to reassure the interviewee of your integrity. Plan to take no more than half an hour for each interview.

**Drawing conclusions: Comparative value chart.** What a person does is a reflection of what that

person *really* values. Often there is a dichotomy between what one conceives is right (theoretical or conceived value) and how one acts (operative value). It might prove to be an interesting part of the survey to devise questions that tend to objectify a person's conceived values. (column 1) After completing the first portion of the survey, the factual data necessary to establish operative values (column 2 below) will be available. Next, the formulated questions concerning conceived values (i.e. a "do you believe" question) could be asked. Later, when analyzing the results of the questionnaire, devise a comparison chart to demonstrate any existing dichotomy (column 3).

| 1                                                                                               | 2                                                                                           | 3                                                                                           |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| conceived value                                                                                 | operative value                                                                             | value reflection                                                                            |
| 1. Do you believe all people are created to share equal opportunity?<br>yes<br>no               | 1. What is the ethnic or racial mix of the respondent's neighborhood?<br>all white<br>other | 1. Does the interviewee act in a way that is consistent with what he believes?<br>yes<br>no |
| 2. Do you believe that you should work in an ethnic or racially mixed environment?<br>yes<br>no | 2. What is the racial, or ethnic mix of the respondent's job?<br>all white<br>other         | 2. Does the interviewee act in a way that is consistent with what he believes?<br>yes<br>no |
| 3. Do you believe that a proposal for integration should be made?<br>yes<br>no                  | 3. Have you made such a proposal for job or residence?<br>yes<br>no                         | 3. Does the interviewee act in a way that is consistent with what he believes?<br>yes<br>no |

Note: The above portion of the survey "drawing conclusions", is a suggested exercise that can easily be completed on a hypothetical level. Students can simulate with one another what the various responses might be.

**Acting on the conclusions:** Based on the conclusions drawn from the valuing process, the team can formulate plans for community action. Following are initial guidelines to action. Note: See also "Plan for Action", page 48 of this Manual, "statement of condition."

1. Why does the condition exist?  
List reasons, then order them in terms of their importance in relation to the given situation.
2. What is the response of the community to the condition? (Is there a desire for a change? Is there apathy?)
3. Why/Why not?
4. What are the community resources for changing the condition?
5. What are the teams' resources for aiding the implementation of those community resources?

*Notes*



6. List what must be done first (goals).
7. Plan the length of time required for phase one.
8. Set up a timetable with goals and resources.
9. Build an evaluation mechanism for testing progress in relation to goals.



**MATERIALS:**

1. slide projector (2)
2. camera
3. film
4. tape recorder
5. magazines
6. newspapers
7. scissors
8. glue
9. poster board

**FLOOR SPACE:**

1. classroom as workshop, and discussion center.

**ACTIVITY:**

A MULTI-MEDIA SHOW (adapted from *Target: Development Action*. See bibliography)

**PURPOSE:** To develop creative tools of communication about social issues. Students may want to give this show to other students or to parents or community organizations. To analyze an artistic response to the inner city.

**PROCEDURE:** Develop slides: Slides may be: 1) a montage of newspaper or magazine clippings; 2) photographs of a poor community; 3) a combination of the two; 4) a segmental series. Have the team collect pictures of poverty and hunger and create their own unique montages. The segmental series can be either photos taken by the students or someone else or pictures cut from magazines. This series should be arranged to tell a story at a glance; it can present a cause-and-effect situation or a before-and-after situation.

The series should be developmental: the layout should suggest the most effective presentation of a theme. The series can then be shot so that the whole story is presented in one slide.

**Develop sound track:** As an example, the words from Marvin Gaye's "Inner City Blues" are reprinted below. Any suitable recording could be used, according to the tone of the presentation. The team could analyze the language of this or another poem, looking for its social message. Because this is a direct statement and an artistic expression, it has great potential as an original source. The team may want to analyze the music for its emotional and tonal projections, and develop from any combination of music, recitation or analysis a sound trace that will go with the slide presentation. A student with a well-developed voice can record the sound track working in conjunction with a sound production team.

**The show:** The show should be as "multi-media" as possible. A large white wall can serve for a screen. Ceiling space can provide a simultaneous slide projection area.

**Guidelines for poetry analysis:** Determine the consciousness of the author, i.e. "where he is coming from." Help students build a descriptive paragraph indicating the author's a) life-style; b) race; c) goals; d) social experiences; e) economic experiences; f) knowledge of current events; g) feelings about society.

INNER CITY BLUES (reprinted from "What's Going On" by Marvin Gaye)

Rockets, moon shots  
Spend it on the have nots  
Money, we make it  
Fore we see it you take it  
Oh, make you wanna holler  
The way they do my life  
Make me wanna holler  
The way they do my life,  
This ain't livin, This ain't livin'  
No, no baby, this ain't livin'  
No, no, no  
Inflation no chance  
To increase finance  
Bills pile up sky high  
Send that boy off to die  
Make me wanna holler'  
The way they do my life  
Make me wanna holler  
The way they do my life.

Hang ups, let downs  
Bad breaks, set backs  
Natural fact is  
I can't pay my taxes  
Oh, make me wanna holler  
And throw up both my hands  
Yeah, it make me wanna holler  
And throw up both my hands  
Crime is increasing  
Trigger happy policing  
Panic is spreading  
God knows where we're heading  
Oh, make me wanna holler  
They don't understand  
Make me wanna holler  
They don't understand.



**MATERIALS:**

1. paper & pencils
2. large poster board
3. colored magic markers
4. CHD module "Where are the Poor"
5. *Profile on Poverty—1972*  
CHD Education Staff, Part 5  
"Who are the poor and where do they live"

**FLOOR SPACE:**

1. classroom as workshop

**ACTIVITY:**

**A STATISTICS RESEARCH PROJECT:**

Note: This project may be combined with or used as an extension of the community survey.

**PURPOSE:** For the team to integrate statistical information into their developing conceptual knowledge of the conditions of poverty.

**PROCEDURE:** In order to avoid meaningless memorization of statistics, it is important to move from experience to factual knowledge through this activity. Have the team divide itself according to the students' research interests. Post the following list of questions, allowing time for students to discuss and form into research teams. Each question should involve: 1) a field trip, 2) observation and recording of data, 3) making a large colorful graphic representation of the information.

**Questions:**

1. What are the community resources of affluent persons in your area?

*Medical and educational resources:* What is the amount of money spent on the facilities, buildings, equipment and staff?

*Housing:* What is the amount of money spent on land and services and what is the tax structure?

*Food:* Research prices, services and location of a store in a rich community; contrast it with one in a poor community.

*Communications:* How do rich persons in your area hear about events and services; How much do they hear and why? Contrast this to communication within and to the poor community. How do the poor hear about news, events and services? Do they hear as much as the wealthier? Why?

*Transportation:* Compare ways of getting around in your community. How do the wealthy transport themselves? Who pays for these ways of transport? How do the poor get around? Compare?

2. What are the community resources of the poor in your locale? (same as above)

3. Where are the poor geographically located in your community? or county?

4. Where are the rich geographically located in your community? or county?

5. What are the economic disadvantages of the geographic location of the poor?

6. What are the economic advantages of the geographic location of the rich?

7. What political advantages are seen as a result of the geographic location of the rich?

After the students have researched thoroughly their problem, it will be exciting and stimulating for them to design their own unique visual presentation of their findings. These, when strategically displayed, should be a great asset to the tone of the environment.

*"Accordingly, this education is deservedly called a continuing education, for it concerns every person and every age. It is also a practical education; it comes through action, participation, and vital contact with the reality of injustice."*

Roman Synod of Bishops  
"Justice in the World" (Pt. III)

*Notes*



## V. CAUSES OF SOCIAL INJUSTICE

*The true perfection of  
man lies, not in what man  
has, but in what man is.*

Anonymous



### MATERIALS:

1. copy machine—  
teachers may wish to copy  
the following scenario for  
each class member
2. Slide projector (optional)
3. Overhead projector (optional)

### ACTIVITY:

Mr. Smith's Daily Life

**PURPOSE:** To examine the concept of social sin.  
To see the inner relatedness of economic and social "structures".  
To develop an awareness of the domestic and global effect of middle-class living.  
To conceptualize what Christians can and must do concretely to effect a move towards social justice.

**PROCEDURE:** *Read:* The team should read individually or as a group the following scenario.

*Mr. Smith's Daily Life:* Every morning Mr. Smith gets up and dresses for work or relaxation. Several mornings a week he puts on slacks with a sportcoat or sweater. For breakfast, he eats toast, coffee with cream and sugar, eggs perhaps—and then kisses his wife and is off to work. On his way to work he stops at an Exxon station to fill up his car. At lunch

### FLOOR SPACE:

1. Classroom as  
discussion  
center

he enjoys a salad with crisp iceberg lettuce and French dressing.

Mr. Smith's personal daily life seems fairly regular and limited in scope, but in fact he has many relationships to other communities, people, nations in the world—relationships he cannot see. Therefore they rarely affect him and he is unaware of them most of the time. Consider the implications of several of his daily activities:

1. *Puts on slacks . . .* for example, Mr. Smith may wear Farah slacks, many of which are woven and tailored at textile plants in Texas. In those textile plants, many of the workers are Chicano people who are not paid a living wage and have not been allowed to unionize, a basic right of workers recognized by the Church and its Popes since Leo XIII in 1891. Mr. Smith, of course, has nothing against Mexican-American people and really desires nothing but good for them. The company officials may feel this way too, but are afraid that increased costs will make their product so expensive that it won't sell.

The fact that Mr. Smith yearly purchases several pairs of these fine slacks supports the marketing and production practices of that company and encourages it to continue—even to expand. Such is the nature of business. What should Mr. Smith's interest be? On a purely economic basis, his main concern with the Farah company is whether they provide him good slacks at a good price he can afford. But what about the other side of the relationship? In a market-place situation where human labor is necessary to produce a good, where sales are necessary to keep a company going, and where wages for labor done are the source of sustenance and social benefit for the labor, Mr. Smith's purchase carries more implications than the quality and cost of slacks produced.

2. *Puts sugar in his coffee . . .* Sugar cane in the United States is both imported and grown domestically. In the latter case, agricultural workers in

the semi-tropical regions of the South (Louisiana, Florida, etc.) work for large cane field owners, such as the United States Sugar Company. In Louisiana, sugar cane workers with large families (6 or more) average no more than \$2,700.00 a year income; very few federal or state welfare programs have reached out to assist them. This wage is almost \$1,000 below the poverty level defined by the U.S. Government. In efforts to win wage increases, the sugar cane workers have been lately blocked by the wage-price freeze; increases legally won were delayed by the U.S. Department of Agriculture Secretary, Earl Butz. Finally, federal legislation exempts sugar cane workers from protection of union organizers under the Wagner Act, creating an almost helpless dependency situation. Most workers and families are too poor to move, too scared to organize, too uneducated to know their rights. Many growers in Louisiana are Catholics.

Mr. Smith cannot be expected to think of all this while spooning his sugar into coffee every morning. Most probably he would be horrified to discover the facts about sugar production in many places in the United States. In this case, however, purchasing sugar is the social-economic way by which Mr. Smith unknowingly gives support to the sugar cane industry as it is now constituted. This is an example of social structural evil (may not be caused by conscious evil choice, but by unconscious, indirect unknowing support of an unjust situation). Although the cause may not be a conscious unjust choice by persons such as Mr. Smith any solutions—in order to be effective—would have to entail a conscious, planned chosen activity by him and many others. Examples of such a choice would be legislative programs, education about the issue, boycotts (economic disapproval takes away economic rewards) or willingness to pay slightly higher prices for better wages.

3. *Fills up his car with gasoline . . .* Mr. Smith's daily life involves him with people overseas as well. For instance, Mr. Smith may stop at an Exxon gas station, which involves him in a vast series of structures, the structures of the multinational corporations. Without even looking at the question of where the gas and oil products come from (and thus considering U. S. relationships to the Middle East, for example), we can learn much about the impact of Mr. Smith's way of life by noting the global influence of the multinational corporations.

In the past ten years, major American corporations have focused less on export of products, more on building plants and producing goods overseas. As a consequence, economic relationships between countries are today primarily influenced by international production. Between 1960 and 1970, the value of American investments abroad rose from \$32 billion to \$78 billion. Almost 3,600 American

companies now have at least one plant overseas. It has been estimated that almost 1/10 of the U. S. Gross National Product of \$1 trillion is associated, directly or indirectly, with investment abroad. (*Brown, World Without Borders*; Morton Mintz and Jerry S. Cohen, *America, Inc.: Who Owns and Operates the United States*, New York, The Dial Press, 1971, pp. 330-356)

What is occurring is the emergence of a global economy, an organization of the world *much more along economic lines* than along political lines. *The United States, of course, is not alone* in its involvement in international investment, but it is by far the richest and most influential actor. The extent of this influence can be rather dramatically illustrated when we note that the larger multinational corporations *are on a par economically with all but a small number of the largest nation-states*. If we construct a list which ranks both nation-states and multinational corporations according to the size of their Gross National Products or Gross Annual Sales, we find that from figures for 1968, the first 17 names on the list are the 17 largest nation-states, ranging from the United States to Australia. But the eighteenth entry on the list is General Motors, an American-based corporation. Its sales are larger than the Gross National Products of East Germany, Belgium, Switzerland, Argentina, Czechoslovakia and Pakistan. Then come two more American-based corporations, Standard Oil of New Jersey and Ford Motor Company, ranking 25 and 26—ahead of South Africa, Romania, Denmark, and Turkey. Of the top 50 names on this list, 42 are nation-states and eight are multinational corporations. Of the second 50 entries, 14 are nation-states and 36 are multinational corporations. Thus, in the first 100, countries outnumber corporations—but only by the close count of 56 to 44.

In reality what does this size—as impressive as it may sound—mean in linking the U.S. and Mr. Smith to global issues? One connection arises from the fact that the goal of the multinational corporations is to plan globally in the allocation of financial, human, and natural resources. This is the nature of business. Thus the corporations make major decisions on where to procure raw materials and components, which markets to seek financing in, where to locate offices, research laboratories, and plants, where to concentrate specific marketing efforts. Such global planning has, of course, very specific effects on individual countries throughout the world. These individual countries are not always able to play a significant role in the formulation of the planning decisions. *The criteria for decision-making will be the best interests of the corporation, and may not always coincide with the best interests of individual nations. Thus do the corporations exert powerful influences over the lives of citizens*





around the world.

A second linkage arises from the fact that the large size of the multinational corporations understandably leads them to play a part in the interaction of political influences in various nations. This was highlighted recently by the dramatic *disclosure* of the attempted influence of the giant International Telephone and Telegraph (ITT) in the Chilean elections. Such action by ITT would have certainly endangered the tenuous relationships between the new Chilean government and the United States government.

Mr. Smith's decision to purchase goods from any subsidiary of a multinational corporation will contribute and unknowingly support its organization and policies. He relates indirectly, but most definitely, to workers and citizens of other countries.

4. *Eats lettuce . . .* Mr. Smith may purchase iceberg lettuce at the store, or order a salad made with it in a cafeteria. In most cases, that lettuce would be produced by corporately owned growers in western states, who annually earn more than \$200 million in lettuce sales. What Mr. Smith may not know is that that lettuce is probably harvested by farm-workers who earn less than \$3,000.00 a year for families of four or more. He probably is unaware

that 800,000 farm workers in the United States are under 16, and rarely go to high school, and that over 350,000 of them are between 10 and 13 years old—in a country where child labor was supposedly outlawed 50 years ago. He may be aware by now that great opposition to unionizing has been thrown up by the large growers of lettuce, who have: contracted agreements with alternative, grower-oriented unions; attempted to lobby for laws making it impossible to unionize; lobbied and received support from the Secretary of Agriculture who called boycotts “un-American, vicious” and said “we’ve got to stop it”. He probably forgets that Bostonians and other citizens boycotted British goods and called for cooperation from their fellow colonists during the years prior to the American Revolution.

The price of lettuce is a major consideration to Mr. Smith, but if farm worker wages were doubled, the price of lettuce would rise only 2¢ a head if the customer were asked to pay for all of the pay raise. In the light of this, Mr. Smith's lunches and dinners could contribute to continuing the poverty of farm workers, or could help them secure more decent wages, depending upon his indirect action of buying lettuce. Such are examples of possible social sin. There are many, many others.

**Set the tone:** The team should be assigned (a few days in advance) to collect pictures or advertisements of any good or product of their choice. They may want to write to the producers for large colorful posters. Pictures from magazines can be enlarged with an overhead projector. The visual aids will reinforce the reality of the scenario.

**Discuss:** A. The team may want to explore the concept of social sin. Following are some guidelines the team may reach themselves, or may wish to consider.

- 1) Social sin is expressed in structures that bind human beings, violate human dignity, stifle freedom, maintain gross inequality.
- 2) Social sin is expressed in situations that promote and facilitate individual or corporate acts of selfishness.
- 3) Social sin is expressed in the complicity of persons, knowing or unknowing, who do not take responsibility for structural evil.

B. The team may want to isolate from the scenario attitudes and situations that reflect social injustice.

Examples:

- 1) Unilateral decisions by rich nations which affect adversely the poor nations.
- 2) Affluent consumption that unintentionally facilitates continued oppression of groups or nations that are less economically viable.
- 3) Environmental recklessness that disregards the natural balance of nature, e.g. pollution.
- 4) Values based solely on self-interest that are either individual or corporate and neglect to consider any more than immediate economic benefit. Does society encourage or discourage such values?

C. The team may want to chart the link-up between their lives and poverty somewhere in the United States or overseas. A corporation "body" chart with blood-lines can show the flow of money and resources that is crucial to the concern's existence. In this way, a graphic illustration of social causation can be attempted. This could be used in an educational presentation.

D. The team will want to conceptualize the kind of direction change should take, and the possibility for their own (though limited) response.

- 1) Consider the possibility of adopting a life style more congruent with the ecological imperatives of survival. (see Examination of Life Style).
- 2) Act to more evenly distribute concentrations of power, or to make structures more aware and responsive to people their decisions affect.
- 3) Modify our economic-technological system through:

a) Personal awareness, community awareness

b) Personal simplicity, community simplicity

- 4) Select personal actions to influence social structures. They must of necessity be corporate (composed of many people) since that is what "social structure" is. This may be working for legislation, conducting an education program supporting a boycott, or others.

**Follow-up:** Suggest reading and discussion of *Limits to Growth* (see Biblio.) or *Justice in the World* (see Overview).

*"... this desire of our time will not be fulfilled if it ignores the objective obstacles with which social structures oppose the conversion of hearts and the accomplishment of the ideal of charity. In fact, it is necessary, in order that the general condition of social marginality be overcome, that those enclaves or vicious circles that have been erected into systems be removed. (Justice in the World, Section I)*

*Notes*



## VI. RESPONDING TO SOCIAL INJUSTICE

*"While the Church is bound to give witness to justice, she recognizes that anyone who ventures to speak to people about justice must first be just in their eyes. Hence we must undertake an examination of the modes of acting and of the possessions and life style found within the Church herself . . .*

*. . . The examination of conscience which we have made together, regarding the Church's involvement in action for justice, will remain ineffective if it is not given flesh in the life of our local Churches at all their levels."*

Roman Synod of Bishops  
"Justice in the World" (Pt. III)

*Can we become the living example  
of all that we would like to see the  
world become?*

Anonymous



### MATERIALS:

1. Holy Bible
2. Documents of Vatican II, especially "Gaudium et Spes", Pastoral Constitution on Church in the Modern World.
3. CHD Module "Responding to Poverty".

Note: This exercise was adapted from material prepared by the Campaign for Human Development, Office of Social Ministry, Richmond, Virginia. Part of the Respect Life Year Program.

### ACTIVITY

**SCRIPTURAL REFLECTION:** Prepared and carried out by the teacher-student team, and shared with the total learning community, this can provide a deep, integrating experience of faith.

**PURPOSE:** To experience and value prayer as an eminent part of Christian study and consideration of life and contemporary problems.

To assist all in learning how to pray over social concerns, so as to avoid excessive activism and to employ reflection and prayer as an integral part of the Christian learning experience.

These materials could be used in a Scripture Service, small group prayer, or at Mass where shared prayer is possible.

**Theme:** I. God's Kingdom of Justice for the Poor.

### Introduction:

1. Our Bishops have called on us to look closely towards the poor of God's Kingdom. They have selected Pope Paul's words to express their challenge: "For God's sake, dare to break the hellish circle of poverty". We are being asked to develop new attitudes that will lead us to more effective action against poverty and injustice.
2. All the teaching of Jesus and all His thinking centered about the hope of the Kingdom of God. All human goodness is manifested in social goodness. The highest type of goodness is that which puts freely at the service of the community all that a man is and can be. The

worst type of badness is that which uses up the wealth and happiness and virtue of the community to please self. The Christian vocation is that of the Lord Jesus, *to give life*.

**Readings:**

1. Isaiah, 58: 6-11
2. II Corinthians, 8: 1-15
3. Matthew, 25: 31-46

Reflection and/or shared prayer. (Here a consideration of the Scripture can be applied to previous activity, social or personal values, or to personal life decisions.)

**General Intercessions**

**Introduction:** We have been asked by God to cooperate actively in bringing about the reality of his Kingdom of justice. Let us pray for the desire and strength to give to His poor, as we respond: LORD HELP US CARE.

1. That our hierarchy will arrive at practical programs that will lead to justice for those suffering and oppressed by poverty, we pray to the Lord, LORD HELP US CARE.
2. That we of this country will generously offer our technology and service to those of the Third World, we pray to the Lord . . . LORD HELP US CARE.
3. That we may listen to the poor and their problems and try placing ourselves at their service, we pray to the Lord . . . LORD HELP US CARE.
4. That greater cooperation between Church and secular leaders may help all of us to recall the root causes of poverty, we pray to the Lord . . . LORD HELP US CARE.

**Concluding Prayer:** Father, we who rejoice in our abundance have been led to reconsider the use of wealth. Help us to be a people that may bring about your Kingdom of Justice in our time. We ask this in confidence through Christ our Lord . . .

**Theme:** II. Christ's love unites us with the poor.

**Introduction:**

1. "When men are united by the charity of Christ, they feel united—and the needs, suffering, and joys of others are felt as their own." (John XXIII)

**Readings:**

1. Job, 29: 11-16
2. Acts, 2: 42-47
3. Luke, 14: 12-14

Reflection and/or shared prayer.

**General Intercessions**

**Introduction:** Christ has repeatedly told us how God's compassion can be translated into human terms. Let us ask Him to give us the compassion and understanding to meet the needs of others as we respect our own. YOUR HEART BE OURS.

1. For a heart of good will and life of service, we pray to the Lord—YOUR HEART BE OURS.
2. That we may be able to recognize the need for great hope while we work for some of the answers to human existence today, we pray to the Lord—YOUR HEART BE OURS.
3. For an end to so-called charitable works that are only a sign of tokenism, and their replacement by urgent concerns that treat the causes of poverty, we pray to the Lord—YOUR HEART BE OURS.
4. That we may become a nation whose pride is found in its loving care of all poor and suffering people everywhere, we pray to the Lord—YOUR HEART BE OURS.

**Concluding Prayer:** Father, we pray with a sense of urgency, that by our sharing together in the body and blood of Christ, you will grant us all the desire to work together for the final answer to these prayers. We ask this through Christ our Lord . . .

Other possible Scriptural passages:

- |                  |                                         |
|------------------|-----------------------------------------|
| Luke 12:22-32    | Renounce worldly security for the Lord. |
| Luke 4:16-30     | The Kingdom.                            |
| Matthew 20:24-28 | Service.                                |
| Matthew 11:25-27 | This world's wisdom is not God's.       |

Other readings and themes from "Responding to Poverty".

*Notes*





**MATERIALS:**

1. paper & pencil
2. typewriter (optional)
3. planning charts
4. resource materials
5. CHD module "Responding to Poverty"
6. camera & film

**FLOOR SPACE:**

1. classroom as workshop
2. classroom as discussion center

**ACTIVITY:**

**Plan For Action:** This is an overview plan for student action projects.

**PURPOSE:** To help students realize their own potential to affect change.  
To help students determine goals.  
To design a plan for action.

**PROCEDURE:** It is best for students to draw their own conclusions about a situation that requires change. This plan for action can be used to further develop previous activities. For example, after completing the community surveys or the statistical research students may note conditions of: housing inequities, traffic congestion, air pollution, poor sanitation, lack of social consciousness, indifference to the plight of the poor. Develop with the students a list of action areas. The students will need time for discussion so that they can form action teams according to their interests.

The action areas are hypothetical until the student has concrete evidence of their existence. At this point the teacher should play "devil's advocate" to promote in-depth research and information gathering. A camera or tape recorder are excellent tools for gathering the evidence that will substantiate the student's hypothesis. In gathering substantial evidence, concentrate on *public* conditions of poverty, such as broken windows, dangerous playground equipment, uncollected garbage, graffiti, dilapidated housing. Care should be taken, however, that people's privacy will not be invaded or violated against their will.

Once the situation is isolated and substantiated, research the causes. For example, if a community or neighborhood has inadequate garbage collection, it will be necessary to increase the team's knowl-

edge of the city government and sanitation department. The teacher should be responsible for directing the student research. Visits to the library, various government offices, letters, etc. may be necessary.

The effect of an undesirable situation may often be complex and lie beneath surface visibility. For example, if there are no playgrounds in a given neighborhood, students may put graffiti on the buildings because they are feeling bored and resentful toward a neighborhood that is not responding to their needs. This is the kind of analysis of the situation that the teacher-student team can develop together.

The final planning step is to state goals and action. The goal should be as concrete as possible. The action should address itself directly to the cause.

The team can then proceed to set-up a time table and agenda for their action program.

A planning chart may look something like this:

| AGENDA CHART         |                    |                  |                     |
|----------------------|--------------------|------------------|---------------------|
| what has to be done  | where              | when             | who                 |
| 1. get poster boards | 1. art teacher     | 1. Tues. 9:30 AM | 1. poster committee |
| 2. get magic markers | 2. art supply      | 2. Mon. 9:30 AM  | 2. poster committee |
| 3. design slogans    | 3. in class        | 3. Tues. 9:00 AM | 3. poster committee |
| 4. make posters      | 4. class           | 4. Wed. 9:30 AM  | 4. poster committee |
| 5. petition mayor    | 5. in front office | 5. Wed. noon     | 5. entire class     |

| PLANNING CHART   |                                         |                                |             |                   |
|------------------|-----------------------------------------|--------------------------------|-------------|-------------------|
| situation        | evidence                                | cause                          | effect      | proposed action   |
| 1. no playground | 1. photos of children playing in street | 1. lack of gov. responsiveness | 1. graffiti | 1. petition mayor |

\*Note that the evaluation provides a check on planning. Whenever the schedule must be changed, determine a reason for the change and build into the schedule a more accurate plan for future action.



**MATERIALS:**

1. CHD Module "Responding to Poverty"
2. Planning charts
3. Paper & pencils
4. *Quest for Justice*, Center for Concern (see Bib.)

**FLOOR SPACE:**

1. Classroom as discussion

Note: *The Quest for Justice* is a paper prepared by the Center for Concern. Using the 1971 Synod of Bishops statement on "Justice in the World" as its focus, the paper suggests guidelines to justice within the Church and civil society. 20p. 15¢. (Copies of the paper may be obtained from: Center for Concern, 3700-13th Street, N.E., Washington, D. C. 20017)

**ACTIVITY:**

Examination of Life-Style

**PURPOSE:** To consider a conscious choice towards a more moderate personal consumption of our natural resources, goods and services in order to accumulate or save resources. To control excessive consumption of the earth's limited resources. To develop sensitivity to those who experience material poverty. To internalize teachings of the Synod of Bishops' statement, "Justice in the World".

**Developing a philosophical base:** It is suggested that students be assigned selected readings from *The Quest for Justice*. Encourage analysis and discussion of the material. The following quote from the *Quest for Justice* can act as a catalyst: "Those who are already rich (or middle class) are bound to accept a less material way of life in order to avoid a destruction of the heritage which they are obliged by absolute justice to share with all other members of the human race—"

**PROCEDURE:** The exercises in this activity provide the team with tools for: 1) personal value analysis 2) a plan for moderation of personal consumption and 3) an evaluation guide.

**Study Questions:**

1. What does the author mean by destruction of heritage?
2. How can the individual person help effect this kind of attitude?
3. According to government standards, what is the economic level of your family? (See Module "Who are the Poor?")
4. Is this statement idealistic or realistic? Why?
5. How does this quote make you feel? Why?
6. What does your behavior indicate about your feelings on the above statement?

**Value Clarification:** Use of time is remarkably consistent with values; a person does what he values. Have everyone keep a log or journal of their time expenditures in these areas: leisure, study, eating, sleeping, exercise, working, communicating or helping others, obvious consumption of resources like motor travel, shopping for food or clothes, and development of resources.

Keeping a monthly log of money expenditure would also provide an accurate indicator of what a person values. Finally, a chart on voluntary moderation can be composed. Each person can ask the questions: What use of time or money will I alter (decrease, increase, re-channel) starting tomorrow, to work for social justice in my town?

How potent in terms of money or time (personal resources) is this alteration?

Why did I choose this much? Why not something else?

What are things or activities I positively know I can't give up? Why not?

What shall I do starting tomorrow?

With this information the student-teacher team can begin to plan how to make use of its time in a manner more consistent with its conceived values, e.g. if the team agrees that it values natural resources yet finds that individuals spent few if any hours a week developing resources, then there is a need for change.

**Planning:** Many areas of voluntary simplicity are open to students and their families. Students may want to extend this list.

- |             |                   |
|-------------|-------------------|
| 1. food     | 4. housing        |
| 2. drink    | 5. transportation |
| 3. clothing | 6. recreation     |

Using the following planning chart, students can design their own plan of voluntary moderation.

| FOOD INTAKE CHART |                |                     |                  |      |
|-------------------|----------------|---------------------|------------------|------|
| food              | amount per day | amount per week     | amount per month | cost |
| desired           | expenditure    | reduction necessary | actual reduction |      |



**Follow up:** Students may want to further extend their efforts to live more sparingly by participating together in natural resources activities such as:

1. Designing a paper recycling operation.
2. Providing collection service to the community for recycling of glass.
3. Developing clean-up services for the neighborhood.
4. Planting trees throughout the neighborhood or on school grounds.

*Notes*



**MATERIALS:**

1. CHD Module "Responding to Poverty"
2. Copy Machine (optional)
3. Paper & pencil
4. Resource materials on the Congress (see Bib.)
5. *How Our Laws are Made* (see Bib.)

**FLOOR SPACE:**

1. Classroom as discussion center.
2. Assembly Hall (optional)

**ACTIVITY:**

Poverty Congress:

**PURPOSE:** To simulate the political and psychological conditions of Congress in order to afford students some knowledge of the difficulty of accomplishing political activity.

To bring the student-teacher team to a new awareness of their potential for affecting political change.

To expose students to the various political facts and arguments surrounding poverty issues.

To develop ability in research techniques.

To develop ability in articulating these findings.

**PROCEDURE: Develop model of the Senate:** The Senate is composed of 100 members. Each state is allotted two senators, under the United States Constitution (Art. 1, Sec. 3. Cl. 1). The Vice-President of the United States is the presiding officer of the Senate. Senate Committees: There are sixteen regular committees of the U.S. Senate. The are:

1. Aeronautics and Space Science
2. Agriculture and Forestry
3. Appropriations
4. Armed Services
5. Banking and Currency
6. District of Columbia
7. Finance
8. Foreign Relations
9. Government Operations
10. Interior and Insular Affairs
11. Interstate and Foreign Commerce
12. Judiciary
13. Labor and Public Welfare
14. Post Office and Civil Service
15. Public Works
16. Rules and Administration

From these committees students can select those which deal with a current issue they wish to address. Students may draw by lot the name of a Senator. There need not be a student for every Senator in a given committee.

**Legislative ideas:** Ideas for a proposed Bill come from a variety of sources. The primary source is, of course, the Senator. The Senator's constituents, as individuals or a body such as a bar association, unions, manufacturers associations, a chamber of commerce, etc. may transmit proposals to the Senator. The President and his Cabinet are also a source for legislative proposals. Students may want to simulate any one of these groups. It should be understood that the drafting of statues is a technique that requires a great deal of knowledge. The team should determine how deeply it wishes to delve into this aspect of the legislative process. Listed in the Bibliography are sources which will provide some background on procedure and rules of the Congress.

**Selecting an issue:** An issue current in society and relevant to poverty should be chosen. Students will have to research in order to prepare issues and to

identify various advocacy groups involved. Several students could role-play lobbyists for various groups involved in the issue chosen. Reading of several daily papers will be a necessity, and should be part of a daily assignment. The goal is to develop a resolution, perhaps several, that deal with domestic poverty, laws on taxes, laws that reflect race, sex or age discrimination.

**Committee System:** Standing committees vary in size from nine to forty-five members. Generally a Senator is a member of no more than two committees. All proposed legislation is first referred to an appropriate committee, where the proposal is studied: public hearings are held, and experts are consulted. This phase of the legislative process is perhaps the most important and may be the only portion the team wishes to explore and simulate. (see Bib. for excellent references on committee proceedings.)

**Consulting Experts:** Use the resources of your community; invite local elected officials, professors from near-by high schools, and colleges, doctors, social workers, representatives of advocacy groups, etc. They will add expertise and realism to the congress.

**The Congress:** After research and study have been completed, convene the Congress, allowing for debate between opponents, committee hearings, political bargaining, etc. Encourage the students to act out the person assigned to him/her as accurately as possible, the better to understand that person and issues.

**Follow up:** See Appendix for communication suggestions as a follow-up activity.





## VII. POWER AND PLURALISM

*Help must be provided for the various minority peoples so that each group will not merely acquire for itself that dignity and equal status in social life which is its due, but also will be able to enrich the other groups by the contribution of the riches that are inherent in its own character and culture.*

—Cardinal John Carberry  
Synod, Oct. 21, 1971

*I must treasure, nourish, salute  
and protect your singularity, your  
uniqueness, your solitude.*

—Stuart C. Rankin

The purpose of this chapter is to suggest focussed activities which could be used in two ways: that persons of one ethnic/racial group could experience *one aspect* of the achievement or uniqueness of another group (inter-group understanding); that persons of one racial/ethnic background can study and experience the heritage and achievements of that group (self-esteem and appreciation within a group).

These exercises could not be said to constitute even the beginnings of a qualitative multi-ethnic curriculum. Our goal is merely to suggest techniques to balance the focussed picture of various groups developed in the Elementary School module series on Racial and Ethnic groups, published by the Campaign for Human Development in 1971. Those booklets primarily dealt with the poverty and exclusion experienced by various groups now, and in our nation's history. As such, they present an incomplete picture, for *every* ethnicity has a cultural and historical heritage and a present role which enriches our country. Human development entails, in part, acceptance and love of self, for one's own background and culture and uniqueness, as well as respect for and even understanding of other persons and their cultures. The best road towards achieving inter-group understanding and appreciation is both formal and informal, honest and respectful interaction and sharing. Specialized teacher preparation and human dynamics materials are necessary to lay the ground work for such learning within schools or adult groups. Suggested materials or curricula are included in the bibliog-

raphy at the end of this booklet which can provide a more thorough rationale, theoretical grounding and program development.

Finally, these activities are more specifically designed for elementary level programs than were those in earlier chapters.



### MATERIALS:

1. maps of the U.S.
2. tempera paints
3. CHD Module "The Black American"
4. large free wall space
5. overhead projector

### FLOOR SPACE:

1. classroom as workshop

### ACTIVITY:

**POLITICAL MAP:** a wall mural of Black political activity.

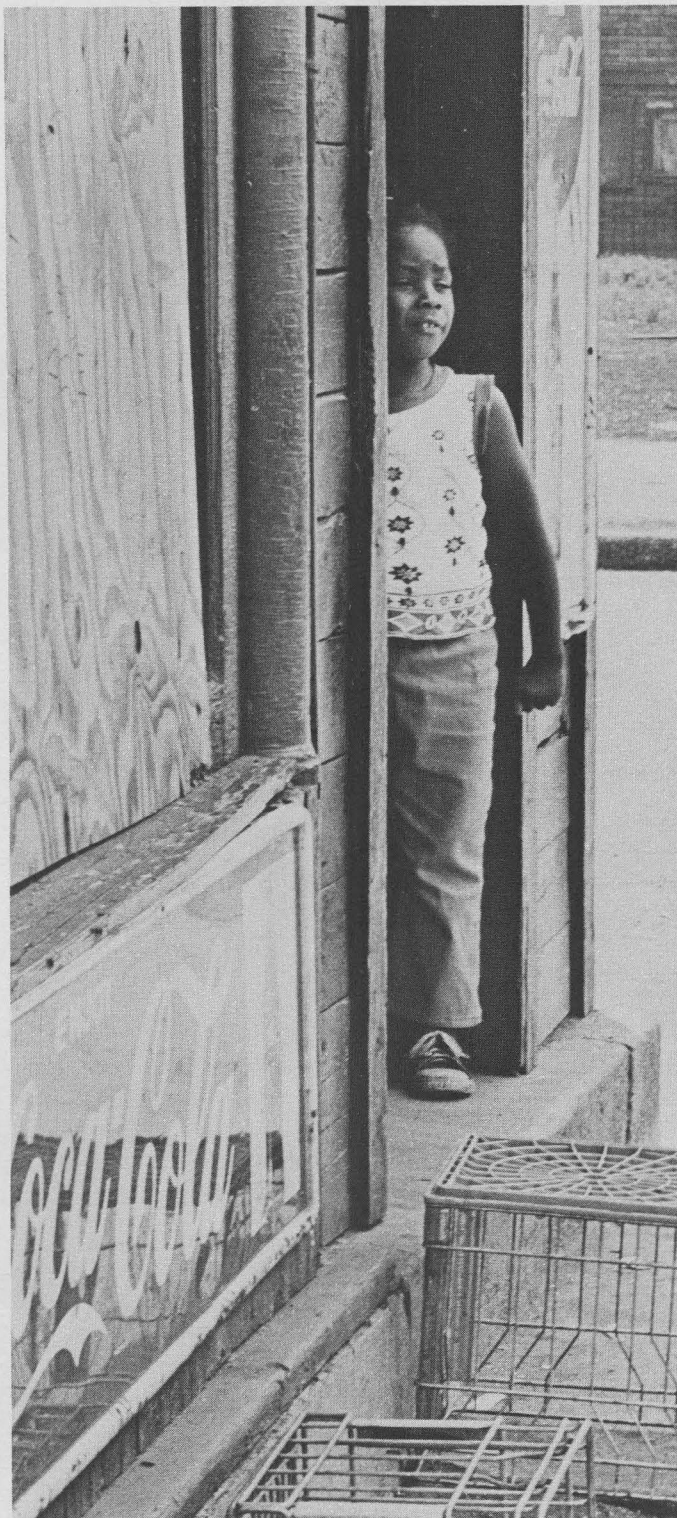
**PURPOSE:** To increase awareness of the expanding political contribution of American Blacks. To gain skill in the making and reading of maps.  
To provide Black students with a foundation for a positive self-image.  
To extend geographic and political knowledge.  
To develop awareness in students of their own potential political power.  
To develop within students a sense of pride and responsibility towards political activity.

\*Note: The American South was chosen merely as an example. It is suggested that the teacher-student team, select a region or locale of interest to them, which may or may not be their own locale.

**PROCEDURE:** *Research:* Students should have the opportunity to select the area of the South which they wish to research. Before the Voting Rights Act of 1965, there were only 72 Black elected officials in the South. Today there are more than a thousand. The extent of the research and the mural will depend on the interest and size of the class; students may want to research only their own state or the team may want to divide into ten or eleven groups, representing one group for each state. Encourage students to pick a state that has some personal meanings for them. Relatives may be important resource persons.

**The Mural:** Begin with the mural: each group should outline its state or locale on the wall, (use an overhead projector, if available, for accuracy). The states can be shown as independent entities or in regional groups. The making of the mural will be one of the most exciting aspects of the activity and should be used as a catalyst for stimulating interest in what might otherwise be dry material. Encourage as much creativity as possible. Each state should look completely different. Students may want to make a montage with pictures of elected officials. They may want to use mapmarkers and print names of elected officials. The object is for each state to show its Black elected officials in the clearest and most creative way possible. If your team is fortunate enough to have several artists, the faces of the officials could be done like a sketched Mount Rushmore.

**Follow-up:** Students may want to do biographies and then a dramatic representation of prominent officials that have caught their imagination.



\*Note: The activity lends itself for adaptation to any ethnic or racial group. For the "Black American" activity above, Ebony Magazine, August, 1971, a special issue about "The South Today" can be a useful resource.





(Teacher note: This calendar is not a promotional piece filled with advertisement, but contains useful historical information. Nonetheless, the teacher may want to preview it first, before usage.)

*Notes*

**MATERIALS:**

1. film projector or filmstrip machine
2. selected books or audio-visuals
3. paper, pencils, crayons

**FLOOR SPACE:**

1. classroom as discussion center

**ACTIVITY**

Experience of Media: Black History

**PURPOSE:** To expose team members to dramatic or documentary presentations on Black history and culture.  
 To develop skills in comparative analysis of culture or history.  
 To develop skills in reviewing and reacting to media.

**PROCEDURE:**

1. Have everyone watch the filmstrip "Fred, Black American Boy" (see bibliography). Discuss similarities in family life, ambitions, home. Discuss and analyze differences. Does anyone else want to be an airline pilot?
2. Have everyone watch "I Have A Dream: Life of Dr. Martin Luther King, Jr." Discuss his qualities as a man and as a Christian. Compare what viewers knew about him before the film to what they know after the discussion.
3. View and discuss "Black History: Lost, Stolen or Strayed". (see bibliography).
4. If possible, invite representatives of a Black Cultural Center to visit and present their program to the team.
5. View and discuss "Anacostia: Museum in the Ghetto" (see bibliography) (film), "The Dream Awake" (filmstrip), or "From the Inside Out" (film).
6. Order a Black Historical Calendar from the Seagram Company, P.O. Box 36 (Church Street Station), New York, New York.  
 (Note: In some states, liquor laws prohibit this item from being ordered.) Hang the calendar on the wall and spend one session a month on a student's report about the featured historical person.



**MATERIALS:**

1. CHD Module "Some Spanish Speaking Americans"
2. transportation (optional)
3. paper and pencil
4. tape recorder (optional)
5. dictionary, Spanish-English

**FLOOR SPACE:**

1. classroom as discussion center.
2. classroom as workshop

**ACTIVITY**

**LANGUAGE ANALYSIS—** A substantial body of research has indicated that traditional methods for teaching English have done little to affect fluency and precision in the writing or speaking of English or to improve reading comprehension.

**PURPOSE:** To expose non-Spanish speaking students to the cultural values of the Spanish speaking Americans. To develop more workable methods for teaching English to Spanish speaking students.

To provide an inter-cultural exchange.

**PROCEDURE:** *Develop a vocabulary:* The objective of developing a vocabulary is to provide the team with a body of materials to which the student can relate culturally. The team should, in discussion, throw out words that are important to them in their world. The teacher can stimulate this process by beginning with a quote or questions dealing with their current life-style and interests. Certain basic words will appear frequently, indicating the core words of a person's mind or world-view. A student should record on the board the words the team conceives. This first procedure will be modified slightly depending on whether or not there are Spanish speaking in the class. If there are, their presence is an enrichment; follow the above, first procedure. If there are no Spanish speaking in the class, organize a field trip and record the words used in various encounters. Examples: go to a Spanish grocery store, clothing store, or community organization, etc., invite Spanish speaking relatives to the class or share Spanish food, music, art. Invite representatives of Spanish speaking cultural, educational or political groups to discuss their heritage, values.

**Analyzing the vocabulary:** During the discussion students should take notes, from which they will be able to expand a paragraph or definition for each word as it applied to the *values, goals, interest* of the Spanish speaking. Each student should develop a language manual. The word analysis needs to include both the denotative—the primary meaning of each word—and the connotative meaning. The connotative meaning of these words will have cultural over-tones that will be extremely interesting. The manual should contain both the Spanish word and the English word. Students may want to trace the etymology of words that sound the same in either language, to gain a deeper realization of the similarity of all European language.

**Follow-up:** Students may want to write a poem or compose a song using their new words.



**MATERIALS:**

1. film projector
2. slide projector
3. paper and pencil

**FLOOR SPACE:**

1. classroom as discussion center

1. View and discuss, as in the chapter on the Black American, any of the following:
  - “Henry, Boy of the Barrio” (see bibliography) (filmstrip)
  - “Education and the Mexican-American” (movie)
  - “Out of the Mainstream” (filmstrip)
2. Read and discuss any of the following:
  - Mexican-Americans: Past, Present and Future*
  - William, Andy and Ramon*
  - People Downstairs, and Other City Stories*





**MATERIALS:**

1. CHD Module "The American Indian"
2. dye (various colors)
3. tempera paints
4. brushes (various sizes)
5. paper
6. magic markers

**FLOOR SPACE:**

1. classroom as workshop

**ACTIVITY**

**INDIAN FABRIC DESIGN:**

**PURPOSE:** To assist students in viewing culture not as a passive set of strange customs, but rather as a rich and powerfully determining force for teaching values. To develop positive attitudes toward individual student's ethnic/racial heritage, i.e. the richness of diversity in American society. To increase appreciation for the beauty of Native American culture. To broaden the concept of humanity. To provide a rich creative experience.

**PROCEDURE:**

This activity will be most valuable after the student is thoroughly familiar with the activities and materials in the CHD Module "The American Indian". Used as such, this activity can act as a test of the integration of knowledge the students have acquired on Indian values, culture and history.

**Visit Museums:** Arrange for a trip to any museum in the area that has exhibits on Indian arts and crafts. Also visit shops that sell Indian jewelry, rugs and baskets. Students should have as much opportunity as possible to view Indian design. Show slides of Indian art and have students collect examples of Indian design.

**Make Design:** Once the team has had abundant visual experience with Indian pattern each student should have a quiet place in the classroom to develop his own Indian design. This design should be original and reflect the feeling, movement, and

color of Indian craft. The teacher should observe the development of each student's work, making subtle suggestions, such as, "What would another color look like here?" "Would you like your design better if you removed that line?" Students should first draw their design using magic markers of various colors. From these each student should select the design he would like to use for his piece of fabric. Depending on the nature of the design, whether it is geometric or fluid, students can determine the best media to use in putting their idea on the fabric.

**Suggested Methods:**

1. hand painting
2. silk screening
3. tie-dying

**Follow-up: Discussion**

- 1) What qualities of Indian design are recognizable in the Indian style of life? Possible answers might be: the simplicity, directness, and autonomy that is expressed in all Indian design as representative of the same qualities of their response to life.
- 2) List the feelings, likes or dislikes students experience to each design.
- 3) Find out what American Indians think about nature; forests, animals, water, rain, earth, sun, moon. What is your attitude toward these things?
- 4) See Bibliography for further suggested readings related to the above questions.
- 5) If American Indian tribes are residents in your area, invite a representative in to discuss their culture and history.
- 6) View and discuss any of the following:
  - "Look Again to the Wind" (film)
  - "American Indians of the Southwest: Who are They?" (filmstrip)
  - "Eddie, American Indian Boy" (filmstrip)

*Notes*



**MATERIALS:**

1. Indian artifacts (optional)
2. copy machine to reproduce scenario for each student.

**FLOOR SPACE:**

1. classroom as workshop

**ACTIVITY**

**AN INDIAN SCENARIO FOR ROLE-PLAYING**

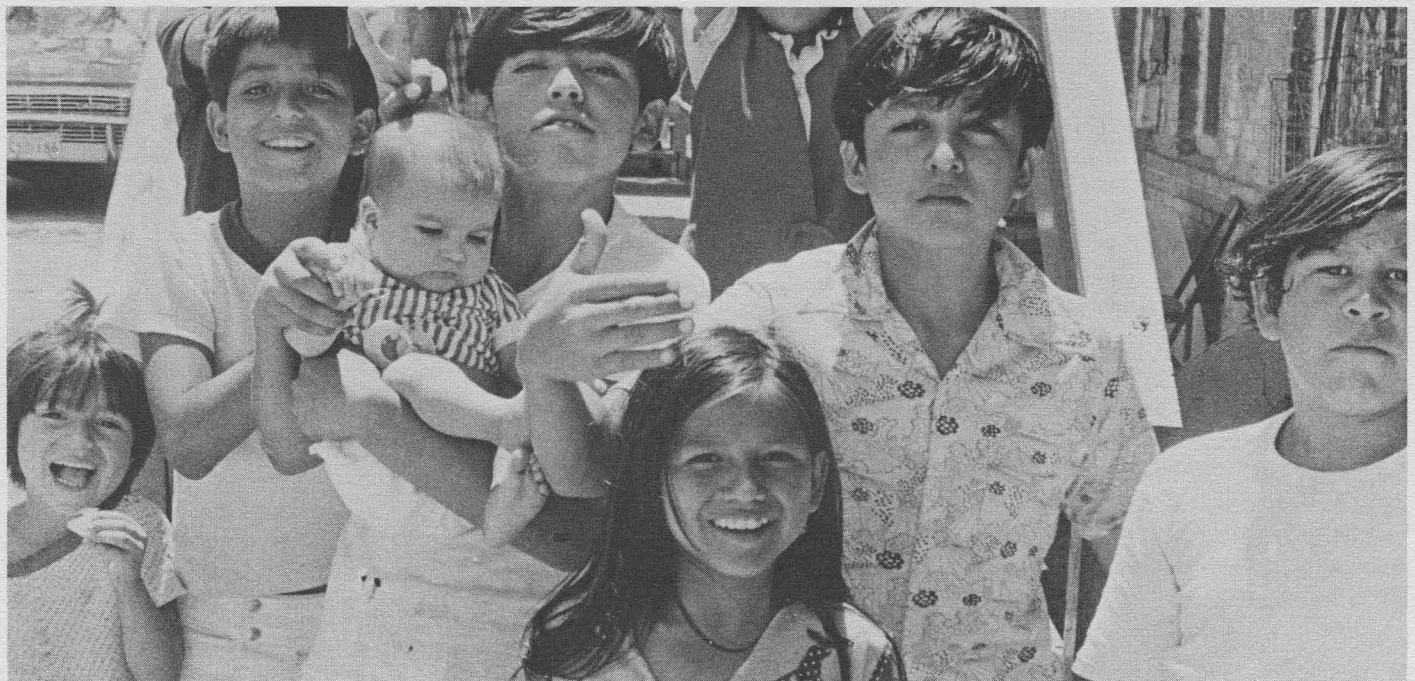
**PURPOSE:** To expose students to a conflict situation.

To work out a psychological resolution to a problem.

To experience, vicariously, some of the anguish that the American Indian has felt.

**PROCEDURE:** This exercise may be used for role-playing or as the basis for discussion (see Bib. for supplementary reading). It is open-ended, allowing the group to choose its own direction. Props may be used to enhance the sense of reality, but they are not mandatory.

**Scenario:** We sat in the tepee, around a blazing, warm, yellow and red fire. There was much friendship and laughter and comfort, except for the hunger. The white man had promised in the treaty much beef cattle, but gave us less than half what was promised. What was given was not well fed, so my companions were hungry and angry with the man that spoke with forked-tongue. As we sat near the fire and heard the wind around the tepee and smelled the flavor of the pipe a man came to the entrance of our peace and our privacy. A white man with comrades entered the tepee and said they needed food and a place to lay their head. I told them that we had not enough food for the people it belonged to. He spoke with small, bad eyes and rubbed his hip and said: "You must feed us and give us shelter if you wish to smoke the peace pipe again." My woman was roasting the brown meat we were to eat, enough for seven days. The white man moved to the fire and sat with his bad smell waiting for the meat. They ate all the meat for the seven days like vultures. They drank our herb tea and went to sleep on our mats. My woman with sad eyes did not sleep through the long, darkness of the night. When the sun's face smiled in the dawn the white man said he would stay in the tepee until his fellows arrived from the place where the sun wakes up. So my companions, my woman and myself left the fire and the peace and the privacy of the beautiful tepee I had made in my youth and with a heavy heart we went to nowhere.







**MATERIALS:**

1. CHD module "The Elderly"
2. tape recorder (optional)
3. *The Prophet*, Kahlil Gibran

**FLOOR SPACE:**

1. classroom as discussion center

**ACTIVITY**

**VALUE CLARIFICATION:**

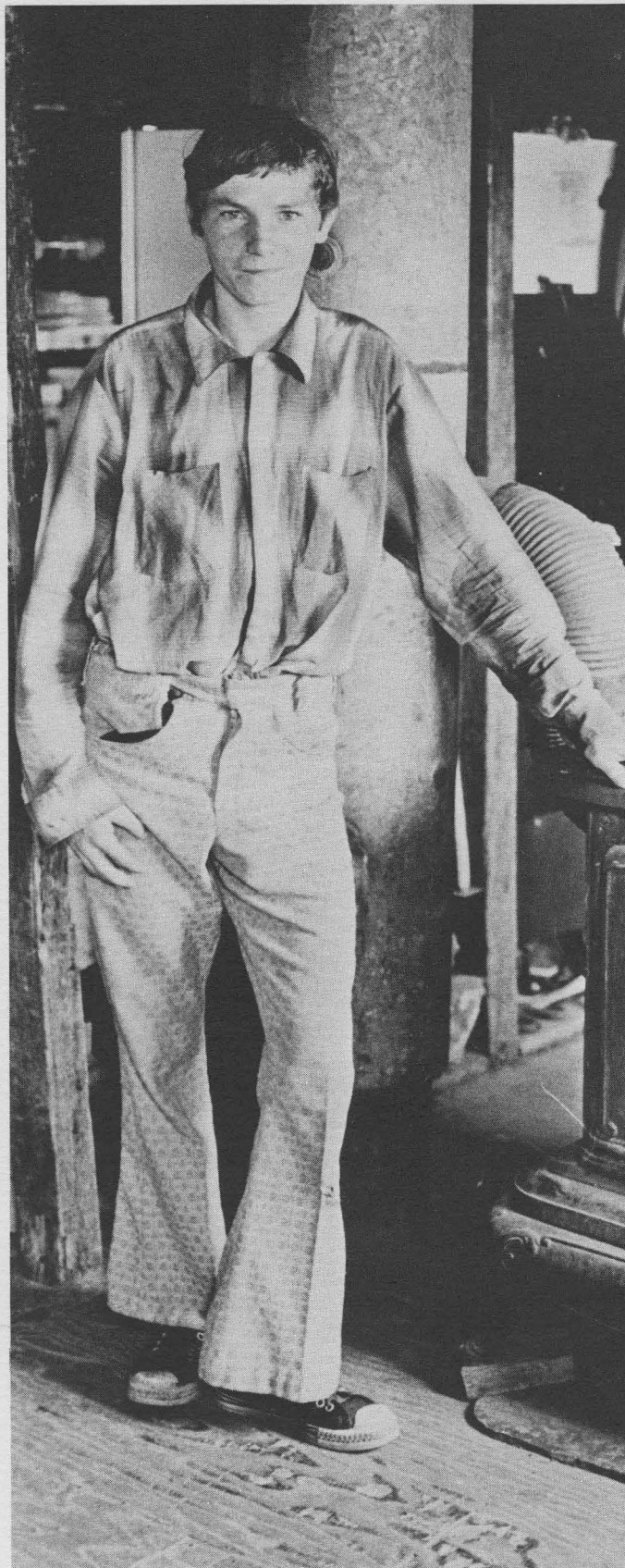
- PURPOSE:** To help students view the aging process as a valuable experience.  
 To develop within the team a sense of respect and admiration for the mobility most older people possess.  
 To help students build a self-image that will be useful to them in developing into dynamic, ever-growing senior citizens.

**PROCEDURE:** All members of the team might read the section on "age" from *The Prophet*, or other essays with which the teacher may be familiar. Discuss the feelings of the team after reading these passages. Most students have an elderly person in their family or neighborhood. An assignment might be to visit, and chat with elderly friends or relatives. Discussion should follow the visits. The team can then divide into groups and work the following exercises:

- EXERCISES:**
1. List on a sheet of paper all the advantages of being elderly. Write at least five.
  2. Imagine that you are sixty-five years old and in good health. Using one side of a paper, list words that describe the life you hope to live, in terms of: 1) your profession 2) your family 3) your recreation 4) your religious life 5) your friendships 6) your knowledge of the community and the world.
  3. Take the list of advantages and order these advantages in terms of your personal priorities. Example:

- A. wisdom B. clearly defined values C. experience. Under each advantage give two examples either of some specific experience a particular person has accomplished or a hypothetical experience that you would like to accomplish.
4. Using the "Planning Chart" determine the steps to be taken in order to work towards building the advantages of old age into your own life. This activity was purposely designed to stress the value of age. During discussion the aspects of loneliness, fright and the helplessness of the aged will undoubtedly surface. These aspects can be a means of reinforcing the need for reflection and and evaluation of present values as they affect future existence.
5. Follow up. View and discuss "I'm 86 and Ambitious" (film) "Christians and the Aged" (film-strip) "Antonio" (film) "Old Age—The Wasted Years" (film) "The String Bean" (film)

| PLANNING CHART    |                      |                              |               |                           |
|-------------------|----------------------|------------------------------|---------------|---------------------------|
| Advantages of Age | What has to be done  | When                         | Where         | Why                       |
| Well read         | Read one book a week | one hour a day from 4-5 p.m. | home/ library | to increase knowledge of— |



**MATERIALS:**

1. CHD Module "White Americans and Rural Poverty"
2. large poster board
3. magic markers
4. tape recorder

**FLOOR SPACE:**

1. classroom as workshop
2. exhibit space

**ACTIVITY**

**ANCESTOR STUDY:** a family tree.

- PURPOSE:** To help students better understand themselves and their world.  
To discover basic similarities of family relationships and roles within all cultures.  
To discover delight in the differences that do exist.  
To develop respect for others by respecting ourselves.  
To help students re-discover their unique cultural elements which have been lost or stolen.  
To value and respect the unique cultural pluralism of this country.  
To develop respect and appreciation for the elderly.  
To recognize the emotional & intellectual poverty that results.

**PROCEDURE:** Grandmothers, grandfathers, great aunts and uncles and any older members of the family can provide a rich and detailed source of cultural knowledge. By using a tape recorder the students will be afforded a permanent and more exact record of interviews with such family members. Questions should be designed to provide whatever answers are available concerning the family tree. Names; dates of birth and death; places of birth and death; marriages, children, number and sex, should be noted. Try to determine values and goals of the persons in the family tree, by carefully listening to the "story" as the older person speaks. If students cannot find, communicate with, or even



Notes

know of, older relatives, some discussion of why this break in generations, and families occurs could be a sensitive response. A discussion of American culture on this point, as contrasted to other cultures, could be undertaken.

**Building a Family Exhibit:** After students have researched their family tree by interview, letter or travel, use a large poster to show their genealogical table. If possible collect pictures or bring family photo albums to enrich the exhibit. All artifacts of family importance are exciting and fun to share i.e. musical instruments, special collections, jewelry, handmade quilts, furniture, etc. Each student or group of students should be allotted a certain space for exhibits.

**Exhibit Day:** Set aside specific class periods for exhibits. When various groups are ready to exhibit, they should discuss, with the observers, the family tree and their process of research.

**Follow-up:** Perhaps the team will want to invite the community, family or other classes in the school. See Appendix A for communication suggestions.

Read and discuss any of the following:

*What Color is Love?*

*People Downstairs, and Other City Stories.*

*The Empty Schoolhouse.*

View and discuss any of the following:

"Black and White Together" (film)

"Gail Ann, Kentucky Mountain Girl"

"Good Night, Socrates"

"The Ghetto Trap"





# APPENDIX

## COMMUNICATING YOUR PROGRAM

### POSTERS

Communicating effectively about programs the team develops is essential to the success of the program. It will be of great advantage to the team to have communication techniques ready to put into operation. Posters and leaflets are inexpensive and effective. Secure permission from local shopkeepers to place posters in windows or within the store. Points of transition or departure from public transportation systems are also an excellent locale for posters. Also, handing these out to crowds as they leave movie theatres, plays, football or basketball games, is a good way to reach people at a maximum concentration point. Church and school bulletin boards can be used well (permission should be sought from the appropriate persons.)

The posters should be direct, be striking and colorful if they are going to attract the attention of people you intend to reach. The poster should communicate as simply as possible these items:

1) What is happening 2) when 3) where and 4) the sponsor. The poster should strive for utmost simplicity.

Leaflets should be used to explain in greater detail the fuller message, e.g. the problem, the history, the reason, etc. These can be left near the poster in a pile, or handed out personally by members of the team.

### NEWSPAPER AND T.V. COVERAGE

The occasion may arise when the team wishes to extend a message over a broader base. Newspapers, television, and radio are becoming more community conscious and in many cases will welcome news concerning community action programs. If the team has developed an art exhibit or a poverty congress, for example, and wishes to invite the community, they will first need to send a press release to the station. This short formal statement gives all important details concerning the event. Following is an example:

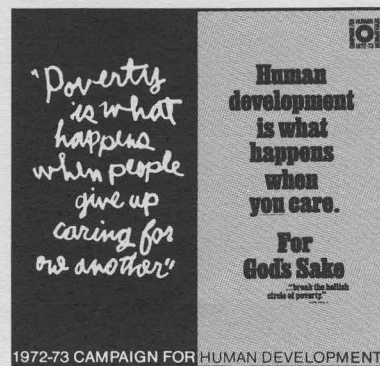
#### PRESS RELEASE

Saint Ignatious High School                      phone: 333-4536  
1213 River Road  
Rochester, New York

To:        Rochester Evening News  
Re:        Opening of School Art Show  
Date:     February 15, 1972 4:00 p.m.

For Immediate Release: On February 15, Saint Ignatius High School will open its first all-school modern art series. Students from all of the state's Catholic Secondary Schools will exhibit in the show. The show is open to the public free of charge.

Example  
Poster



Personal phone calls or, better, personal visits to the station by representatives, are usually more effective than news releases in themselves. An attempt to get a local talk show or educational show to do a program on the issue (taking advantage of local talent and cooperation with other groups on community issues can be a good selling point) might yield results which are far more effective than a news release alone. Cable TV and educational stations are particularly community oriented. The principle of personal contacts applies equally well to work with the press.

Community newspapers, which often have small but intense readership, or local religious press, may be easier to work with than the larger press. Pulpit announcements in Protestant churches and Jewish synagogues as well as Catholic, could be sought. This applies to the press as well. It may be an effective strategy to ask the press or TV personnel to visit or study the situation itself before asking them to cover the response (display, congress, etc.) Interest in the issue itself can generate interest in the response of community groups such as the team.

Finally, follow-up and continuing reports can produce results if initial efforts do not. A complete plan should be assembled and adhered to, and results will usually, even after frustration, be obtained.

# BIBLIOGRAPHY

The entries here are intended to suggest possible teacher preparation resources and learning center aids. Several are specifically referred to in the activity outlines. Also here are other excellent bibliographies and professional resources for educators and group leaders. Please note the two annotated bibliographies (of source books, readers, children's books, audio-visuals, games for adults and youth, poetry and other materials) which have been published by the Campaign for Human Development. We recommend these especially for educators and teams who wish to go beyond our limited material here and, using the qualitative materials produced elsewhere, build their own action reflection activity plans suited to their own community situations. The price and where to write for Campaign for Human Development bibliographies are included in the "Other Bibliographies" section which follows.

## BIBLIOGRAPHY BOOKS

Andrist, Ralph K. *THE LONG DEATH*. London: Collier-Macmillan Limited. 1969. 354 p. \$2.45

An account of the Plains Indian Wars, in the half century after 1840. Sr. High.

Anglund, Joan (Walsh) *WHAT COLOR IS LOVE?* New York: Harcourt, Brace & World. 1966. unpag. \$1.95

Bacmeister, Rhoda (Warner) *PEOPLE DOWNSTAIRS, AND OTHER CITY STORIES*. New York: Coward-McCann. 1964. 120 p. \$3.49

Brown, Dee. *BURY MY HEART AT WOUNDED KNEE*. New York: Holt, Rhinehart & Winston. 1970. 445 p. Adult.

Buckly, Peter. *WILLIAM, ANDY, AND RAMON*. New York: Holt, Rhinehart and Winston. 1966. 70 p. \$2.75

Burke, Charles. *LONELINESS*. Winona, Minnesota: St. Mary's College Press. 1971. 101 p. 59 photos. \$3.00

This book of photos, poetry, contemporary songs and prose selections demonstrates that being alone can be more than the suffering of isolation and alienation; it can be an opportunity for much personal growth. The themes are developed with the thoughts of such men as Dag Hammarskjold and Clark E. Moustakas. Photos and/or text can be used as the basis for role-playing; each photo can be used as the basis for poems which the members can write and present to the class.  
Sr. High & Adult

Carlson, Natalie S. *THE EMPTY SCHOOLHOUSE*. New York: Dell. 1965. \$.75

Intensely real story of 10-year-old Lullah and the change in her life and her family's when school integration comes to their Louisiana town. Reportorial style is balanced by depth of characterization.  
Elem.

DEVELOPMENT, BRIDGE TO PEACE. American Freedom from Hunger Foundation. (Copies may be obtained by writing The American Freedom from Hunger Foundation, 1717 H. St. N.W., Wash., D.C. 20006)

Durham, Philip and Everett L. Jones. *THE NEGRO COWBOYS*. New York: Dodd, Mead & Company. 1965. 230 p. \$5.00

A history of the Negro cowboy. Excellent. Sr. High.

Gibran, Kahlil. *THE PROPHET*. New York. Alfred A. Knopf. 1923. 96 p. \$3.95.

Philosophical, Poetic essays on all aspects of life. A Classic.  
All-Levels.

Greene, Mark. *WHO RUNS CONGRESS*. Bantam Publications. 1972.

Hentoff, Nat. *OUR CHILDREN ARE DYING*. New York: The Viking Press. 1966. 144 p. \$1.35 Adult.

Hughes, Helen (McGill, ed.) *LIFE IN FAMILIES*. Boston: Allyn & Bacon. 1970. 211 p. \$2.00

Discusses the family under various conditions of race, class and culture as a basic institutional scene of human interaction.  
Jr. High & Sr. High.

Katz, William Loren. *THE BLACK WEST*. New York: Doubleday & Company, Inc. 1971. 336 p. \$12.95

A pictorial, documentary, history of the Afro-American in the American frontier. Excellent.  
Sr. High.

Kohl, Herbert and James Hinton. *GOLDEN BOY AS ANTHONY COOL*. Dial, \$7.95.

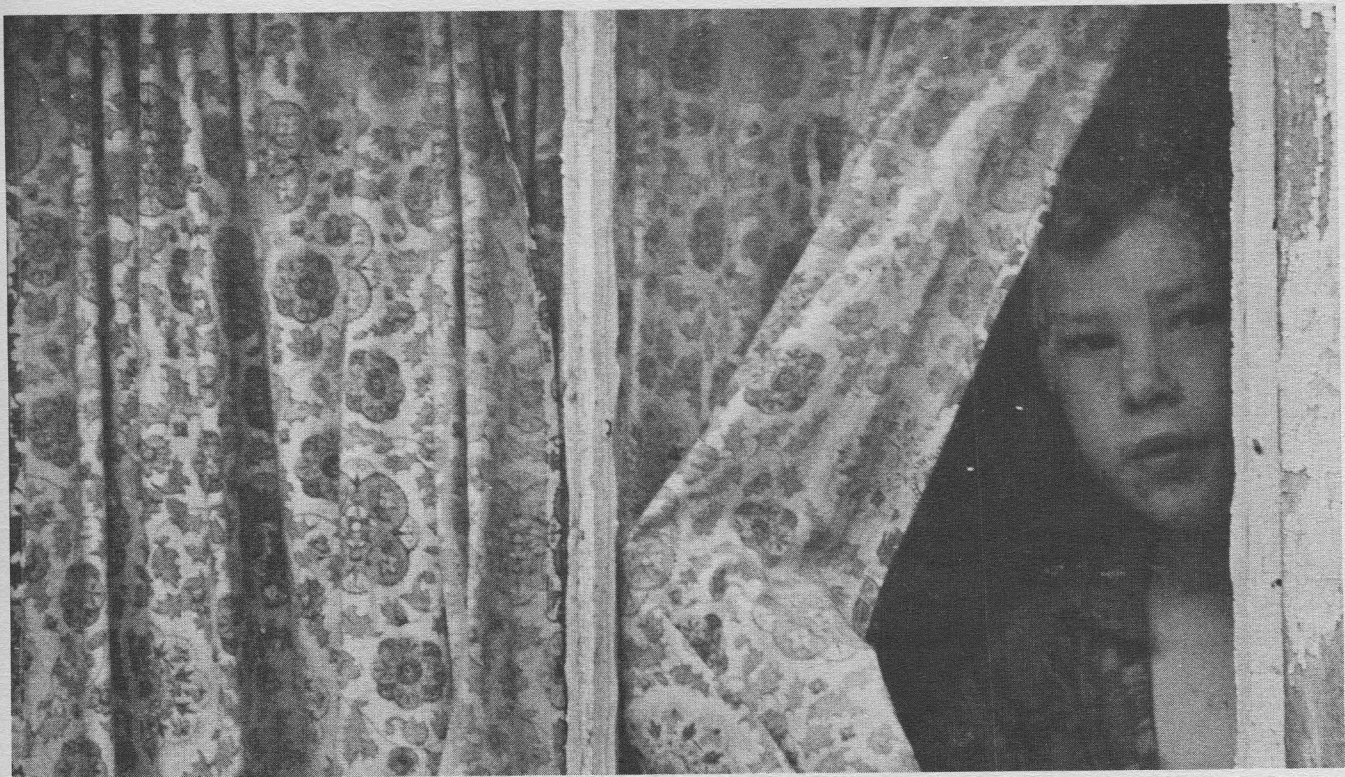
A photo Essay on Naming. Analysis of graffiti with photographic examples.  
All-Levels.

Meadows, Donella & Dennis, *THE LIMITS TO GROWTH*. New York: Universe Books. 1972. 205 p. \$2.75

McElroy, Clifford. *MY ORANGE SCHOOL* New York: McGraw Hill. 1971. 48 p. \$4.33

Children writing about their ghetto school. What they have to say is boldly honest, often humorous, always thoughtful, and sometimes truly amazing. "My school is ragged. It is the worrisiest thing I have ever seen." About their teachers: "Teachers are nice and they teach you more than you want to know." About their dreams: "I hope that by the time I am in the fifth grade the new school will be built. I hope they paint it orange." Illustrated with black and white photographs by Bonnie Unsworth.  
Elem.





Miller, Herman. **RICH MAN, POOR MAN.** New York: Crowell, 1971. 305 p. \$8.95. What the latest census figures reveal about the American economic pie, broken down by race, sex, education, and other factors. Adult.

Nava, Julian. **MEXICAN-AMERICANS: PAST, PRESENT AND FUTURE.** New York: American Book Co. 1969. 120 p. \$2.50

Traces the history of Mexicans in the United States and describes their social, political and cultural contributions to their new country. Jr. High & Sr. High.

Neihardt, John G. **BLACK ELK SPEAKS.** Lincoln Nebraska: Univ. of Nebraska Press. 1961. 280 p. \$11.50.

Narrative poetry, the life story of an Indian holy man. Excellent All-Levels.

**POVERTY PROFILE:** Campaign for Human Development. 1312 Mass. Ave., N.W., Washington, D.C. 1972. 60 p. \$1.00 Sr. High

**THE QUEST FOR JUSTICE:** A paper prepared by the Center of Concern. 1972. The 1971 Synod of Bishops statement on "Justice in the World". The paper offers guidelines to justice within the Church and civil society. 20 p. \$15

Copies of the paper may be obtained from: Center of concern 3700 13th Street, N.E. Washington, D.C. 20017

Roberts, Bruce. **WHERE TIME STOOD STILL: A PORTRAIT OF APPALACHIA.** New York: Crowell-Collier. 1970. 114 p. \$5.95

A North Carolina husband and wife team have provided a highly readable account of life in the Southern Appalachian area—the people, their history, family life, recreation, crafts, and many problems of nutrition, education and politics. Numerous full and half page photographs. Can be informative for advanced students but most valuable for teacher background. Adult.

Schwartz, Aloysius. **POVERTY: SIGN OF OUR TIMES.** Staten Island, New York: Alba House. 1970. 151 p. \$4.95. Adult.

**TARGET: DEVELOPMENT ACTION.** American Freedom From Hunger Foundation. 1972. A handbook for Community Action projects containing how to do outlines for various types of educational and action programs along with domestic and international poverty and oppression. High School.

Copies may be obtained by writing The American Freedom from Hunger Foundation, 1717 H. St. N.W., D.C. 20006.

U.S. Office of Economic Opportunity. Information Center. **POVERTY AND THE OLDER AMERICAN FINDINGS AND RECOMMENDATIONS.** Washington, D.C.: Office of Economic Opportunity. 1965. 28 p. First report of the OEO Task Force on Program for Older Persons. Adult.

U.S. Senate Special Subcommittee on Indian Education. **INDIAN EDUCATION—A NATIONAL TRAGEDY—A NATIONAL CHALLENGE.** Washington, D.C.: U.S. Government Printing Office. 1969. 220 p. \$1.00 Adult.

Whittlesey, Susan. VISTA; CHALLENGE TO POVERTY. New York: Coward McCann. 1970. 123 p. \$2.00

The Volunteers in Service to America was formed in 1963 to serve as a "Domestic Peace Corps." This book deals with the qualifications and training of VISTA volunteers. Describes in detail the work of VISTA with people in city slums, in hospitals, jails, and corrective institutions, with residents of Appalachia, with migrant workers and among Indian, Eskimo and Island Americans. Appended is a list of VISTA Officers and other volunteer agencies. Jr. High.

Will, Robert and Harold G. Vatter, eds. POVERTY IN AFFLUENCE; THE SOCIAL, POLITICAL AND ECONOMIC DIMENSIONS OF POVERTY IN THE UNITED STATES. New York: Harcourt, Brace and World. 1965. 274 p. \$3.50  
Adult.

Yette, Samuel, F. THE CHOICE. New York: G.P. Puttnam's Sons. 1971. 300 p. \$6.95

The issues of Black survival in America. Adult.

Zinn, Charles J. HOW OUR LAWS ARE MADE. Washington, D.C.: United States Government Printing Office. 1972. 63 p. \$.35

For Sale by the Superintendent of Documents, U.S. Government Printing Office. Stock Number 5271-0304.

## FILMS

ANACOSTIA: MUSEUM IN THE GHETTO. 1968. 30 min. b&w.

Founded as a branch of the Smithsonian Institution, Anacostia Museum was founded to bring artistic beauty, creativity, cultural and community activities to the residents of a Washington, D.C. ghetto area. Shows how staff members involve children in the activities of the museum and thus prevent vandalizing.  
Univ. of Calif. \$6.00

ANTONIO 27 min. b&w.

Depicts the loneliness and frustrations of an elderly man. Takes the viewer through a typical day in Antonio's life—his external surroundings and inward thoughts.  
Contemporary Films, 267 West 25th Street, New York, New York 10001

BLACK AND WHITE TOGETHER. 1969. 28 min. b&w.

Shows how interracial understanding between high school students was promoted by Project WILL, two six-week sessions of living and learning together in a hotel in Atlantic City, N.J.  
Indiana University, Audio-Visual Center, Bloomington, Ind. 47401

BLACK HISTORY: LOST, STOLEN OR STRAYED. 1968. 55 min. b&w or color.

Bill Cosby guides us through a history of attitudes, black and white, which have shaped the life of black America. He explores the feelings of black toward white, and black toward black, and quotes from the record of white attitudes

toward black. We learn of black achievements that went unrecorded in American history. Cosby also reviews the traditional non-recognition of Africa's contribution to Western culture and points out the deep-rooted Hollywood stereotype of the black American. Produced by CBS News.  
U. of Michigan, Newman Film Library, 400 32nd St., S.E., Grand Rapids, Michigan 49508.

CITIES AND THE POOR. 1966. 60 min. b&w.

This film shows the urban poor in the United States and explores who they are, where they are and the causes of their poverty. It illustrates the cycle of entrapment and the hopelessness that poverty causes.  
Available from the University of Indiana, Audio Visual Center. Bloomington, Indiana 47401. \$12.00

EDUCATION AND THE MEXICAN-AMERICAN. 1969. 57 min. b&w.

Examines the struggle of an often forgotten minority to effect changes in the Los Angeles school system and the attempts to provide meaningful educational experiences for its children by gaining more control over who teaches and what is taught in its neighborhood schools.  
Univ. of California \$21.00

FROM INSIDE OUT. 1968. 25 min. b&w.

A documentary film made by black teenagers. Explains what it is like to be a black teenager in the streets, in the schools, and in the new programs built for youth under the poverty program.  
Univ. of Calif. \$9.50

THE GHETTO TRAP. 1968. 28 min. b&w. discussion guide.

A dramatization about a young Polish boy who in despair drops out of school after his father is forced to go on welfare.  
Paulist Productions, Inc. 17575 Pacific Coast Highway, Pacific Palisades, Calif. 90272

GOOD NIGHT SOCRATES. 1963. 34 min. color.

Story of how a Greek community in Chicago was shattered by eviction notices and then demolition. Like haunting poetry, the story unfolds in the words of a boy who witnessed the end of his household, his beloved Socrates Street, the Greek coffee house, and the Orthodox church. In the face of such devastation, the boy asks "What would Odysseus have done?" Young people identify with the narrator and feel the personal tragedy of urban renewal.  
Mass Media Ministries, 21116 North Charles Street, Balt., Md. 21218

HENRY . . . BOY OF THE BARRIO. 1968. 35 min. b&w.

A two-year study of the life of a Chicano boy as he grows up in conflict with his Indian mother, his Mexican heritage and the Anglo society of Los Angeles surrounding him.  
Univ. of Calif. \$9.50



HUNGER IN AMERICA. 1968. 52 min. b&w.

CBS documentary examines hunger in Mexican-Americans, White-Americans, American Indians and rural Black Americans.

Available from AFL-CIO Film Division 815 16th Street, N.W., Washington, D.C. 20006. \$7.50

I HAVE A DREAM: LIFE OF DR. MARTIN LUTHER KING, JR. 35 min. color.

Film biography which points out factors which lead to greatness. Actual newsreel footage presents the historical interplay of the philosophies and ideals upon which Martin Luther King's life of service was based.

Baily Film Assoc. 11559 Santa Monica Blvd., Los Angeles, Calif. 90025

I'M 86 AND AMBITIOUS. 1966. 22 min. b&w.

Describes a positive and successful program for senior citizens and shows how they help themselves in various activities provided by a center.

Jewish Federation Council of Greater L.A., 590 North Vermont Ave., Los Angeles, Calif. 90004

NAVAJO INDIAN LIFE. 20 min. b&w and color.

Written and spoken by Carl Carmer, this film presents the author's compassionate commentary on the lot of the Navajo in Arizona, Utah and New Mexico—their daily life, their occasional jobs as migrant field hands and their hopes for the future.

Available from the American Educational and Historical Film Center, Eastern Baptist College, St. David, Pa. 19087

LOOK AGAIN TO THE WIND. 1969. 53 min. color.

An exhaustive study of the American Indian, his values and ideals, as seen through history and as he endeavours to adjust to modern society.

CINE, 1507 M. Street, N.W. Wash., D.C. 20036

OLD AGE—THE WASTED YEARS. b&w.

Old people in slums speak of the conditions in which many of our aged are forced to live and waste their advanced years. Scenes of hopelessness are contrasted with the way of life of those few wealthy living in luxury.

Indiana University, Audio-Visual Center, Bloomington, Indiana 47401

THE STRING BEAN 17 min. color.

A beautiful story about old age and loneliness and love. Raises some questions: What is old age? What are the conditions of its existence? Is its relationship to life only that of memory and hope?

Contemporary Films, 267 West 25th Street, New York, N.Y. 10001

THE POOR PAY MORE. 1967. 55 min. b&w.

NET documentary showing how the poor pay more for less.

Available from the University of Illinois. Visual Aids Service, Division of University Extension, Champaign, Ill. 61820

THE RIGHT TO HOPE. 1972. 15 min. color.

Shows the Campaign for Human Development in action. The film presents the Campaign's work of helping the poor become masters of their own destinies.

Available from the Campaign for Human Development 1312 Massachusetts Ave., N.W. Wash., D.C. 20005. \$50.00

THE SAVAGES. 1967. 25 min. b&w.

This view of Venice, California, moves the ghetto into the experience range of young people. The hand-held camera investigates the day-to-day existence—the ugliness, the poverty and the apparent hopelessness—of the angry young black man. The film is primitive but it reflects clearly the mood of emptiness which permeates the life it seeks to portray.

Available from the Univ. of Calif., Extension Media Center, 2223 Fulton St., Berkeley, Calif. 94720 \$160.00-sale.

## FILMSTRIPS

AMERICAN INDIANS OF THE SOUTHWEST: WHO THEY ARE. 1970. 52 fr. color record.

Identifies the Southwest Indian tribes and shows how they live and work. Jr. High

CHRISTIANS AND THE AGED. 15 min. color; record, guide.

"O you who turn the wheel and look to windward, consider Phlebus who was once tall and handsome as you". Consider living on \$20.00 a week—like 1,500,000 U.S. citizens over 65.

THE DREAM AWAKE. 1970. 8 filmstrips, color, record, guide.

Traces the history of the black man from his roots in Africa through slavery to the present day. Contents: Africa, the Amisted, Crispus Atticus, Harriet Tubman and the Emancipation Proclamation, the black cowboy, the quartet, the martyrs: Bessie Smith, Malcolm X, Martin Luther King, Jr., Resurrection City and the children, the black arts. All

EDDIE, AMERICAN INDIAN BOY. 1970. 61 fr. color, record guide.

Presents the unique position of the American Indian in society, his economic and social problems on the reservation, and his cultural alienation in the city as evidences in the life of Eddie Littlebird, who moved with his family from a reservation to the city. Emphasizes American Indian culture and the work of urban Indian centers to preserve it. Elem.

FRED, BLACK AMERICAN BOY. 1970. 67 fr. color, record, guide.

Shows daily activities and moderate and positive social attitudes of a black family living in the inner city as evidenced in an account of Fred's life and his ambition to be an airplane pilot. Elem.

GAIL ANN, KENTUCKY MOUNTAIN GIRL. 1970. 68 fr. color, record.

Portrays homesickness, poverty, unemployment and the lack of sympathy with urban life evidenced in the life of a rural southern mountain family after moving to the inner city. Jr. High

OUT OF THE MAINSTREAM 1970. 6 filmstrips, 6 records, guide.

First person accounts of what it means to be American and poor. Six case studies which represent a cross-section of social and economic blight and the need for identity experienced by a black migrant, a white Appalachian, a Chicano, a Sioux Indian, a New York Puerto Rican and a southern black. Jr. High & Sr. High

### OTHER BIBLIOGRAPHIES

A GUIDE TO FILMS ABOUT DEVELOPMENT; by the American Freedom From Hunger Foundation. 1717 H Street, N.W. Washington, D.C. 20006. 42 p. \$1.00 Excellent

Kircher, Clara J. BEHAVIOR PATTERNS IN CHILDREN'S BOOKS: A BIBLIOGRAPHY. Catholic University of America Press, Washington, D.C. 1966. Out of print, library copies necessary.

The purpose of this list is stated as "the development of wholesome principles of conduct and the prevention of delinquency through the therapeutic use of books in which good character traits are embodied."

Arranged under broad subject headings, useful sections include "Understanding those who are different", "Forgetting self in helping others", "Spiritual values", etc. Grade levels are indicated.

MATERIALS ABOUT POVERTY AND HUMAN DEVELOPMENT; by the Campaign for Human Development. 1312 Massachusetts Avenue, N.W. Washington, D.C., 20005; SUPPLEMENT #1. First issue: \$1.00. Supplement: free. Lists over 300 books, films, filmstrips, games, other educational materials—useful for educational programs on poverty, race, Christian social thoughts. Coded for price and distribution. Age levels suggested in supplement, and material for all age levels included here. Most items are annotated.

NEGRO HISTORY AND LITERATURE: A SELECTED ANNOTATED BIBLIOGRAPHY. American Jewish Committee, Anti Defamation League and National Federation of Settlements and Neighborhood Centers. December 1968. 30 p. \$.35 (232 Madison Ave., New York, N.Y. 10016)

Rufsvold, Margaret I. GUIDE TO EDUCATIONAL MEDIA. 3d ed. Chicago, American Library Association. 1971. 116 p. \$2.50 paper. Lists educational media catalogs covering films, filmstrips, kinescopes, records, phonotapes, programmed instruction materials, slides, transparencies, videotapes.

SELECTED REFERENCES ON AGING: FILMS ON AGING. Administration on Aging, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. 1965. 43 p.











# Poverty and Justice in America

A Manual for  
Elementary and  
Secondary Education