

**BROOKLYN**

**CONNECTIONS**

GIVE US A  
★  
**FIRST CLASS**  
★  
BEDFORD-STUYVESANT  
★  
\*\*\* COMMUNITY

# Civil Rights In Brooklyn

Professional Learning Workshop For Educators

February 5, 2018 | 9:00AM – 3:00PM



# TABLE OF CONTENTS

## **Civil Rights In Brooklyn** **Professional Learning Workshop For Educators**

<b>Agenda</b>	<b>fi</b>
<b>About Brooklyn Connections</b>	<b>Ł</b>
<b>Presenter Information</b>	<b>ł</b>
<b>Resources from The Brooklyn Collection</b>	<b>Ź</b>
<b>Civil Rights In Brooklyn Resources</b>	<b>ž</b>
<b>Civil Rights in Brooklyn Scavenger Hunt</b>	<b>ll</b>
<b>Teaching &amp; Learning With Brooklyn Connections: Found Poetry Lesson Plan</b>	<b>lfi</b>
<b>Primary Source Packet</b>	<b>19</b>

## Civil Rights In Brooklyn

### Professional Learning Workshop for Educators

#### OBJECTIVES:

- Gain content knowledge about Civil Rights In Brooklyn.
- Learn where to find and access archival resources and educational opportunities for your classroom
- Practice using primary and secondary sources to help students develop their own research questions
- Takeaway ideas that can be altered to fit your curricula/teaching.

**LEARNING METHODS:** blended learning methods workshop includes: Instructor-led training/lectures, digital presentation, group discussions, document based questions handouts and graphic organizers, hands on skills based activity and instruction.

#### CTLE ACTIVITY HOURS: 5

9:00 AM	<b>Registration &amp; Continental Breakfast</b>
9:30 AM	<b>Warm Up &amp; Introduction</b>
10:00 AM	<b>Civil Rights In New York City</b> <i>Clarence Taylor, Ph.D</i>
11:30 AM	<b>Civil Rights Materials in the Brooklyn Collection</b> <i>Jen Hoyer, Brooklyn Connections</i>
12:15 PM	<b>Lunch</b>
1:15 PM	<b>Civil Rights Scavenger Hunt</b> <i>Julia Pelaez, Kaitlin Holt – Brooklyn Connections</i>
2:00 PM	<b>Curricular Connections to the Civil Rights Movement : Oral Histories &amp; Found Poetry</b> <i>Julia Pelaez, Kaitlin Holt – Brooklyn Connections</i>
2:45 PM - 3:00 PM	<b>Wrap Up, Closing &amp; Evaluations</b>

# ABOUT BROOKLYN CONNECTIONS

## Brooklyn Connections

10 Grand Army Plaza  
Brooklyn, NY 11238  
(718) 230-2715  
connections@bklynlibrary.org

Brooklyn Connections is the school outreach arm of Brooklyn Public Library's Brooklyn Collection. Our signature partnership program offers classes rare access to original archival materials while completing a customized, standards-based project. In addition, Brooklyn Connections supports NYC educators and students through professional development workshops, after-school visits and online resources.

*Funding for Brooklyn Connections is made possible with generous support from The Morris and Alma Schapiro Fund, The Hearst Foundation, Inc., Tiger Baron Foundation, Epstein Teicher Philanthropies and the Brooklyn Eagles.*

## OUR EDUCATORS

---

**Kaitlin Holt** is Brooklyn Connections' program manager. Prior to joining Brooklyn Public Library in 2013, Kaitlin worked as a public programs facilitator at the Immigration Museum in Melbourne, Australia where she helped patrons track down illustrious immigrant pasts, and as an educator at the British Museum in London, England where she frolicked with mummies and the Elgin Marbles. She earned an M.A. in Museum Studies from the University College London and B.A. in History from the University of North Carolina at Chapel Hill. Kaitlin spends her free time (and money) traveling to far corners of the earth with her Aussie husband and little girl.  
[kholt@bklynlibrary.org](mailto:kholt@bklynlibrary.org)

**Jen Hoyer** is an educator with Brooklyn Connections. She joined the team after running a music outreach program in South Africa, working as a school librarian in Montreal, and organizing the archives of the oldest public lending library in Canada. Jen loves helping people realize how amazing the history of their community is, and when she's not talking about the neat material in the Brooklyn Collection, she volunteers her time to organize programming at Interference Archive in Gowanus. As the team's resident Canadian, Jen firmly believes that the alphabet ends with the letter "zed".  
[jhoyer@bklynlibrary.org](mailto:jhoyer@bklynlibrary.org)

**Julia Pelaez** is Brooklyn Connections newest educator. She holds a M.A. in Teaching History from Bard College and previously worked as an educator at the American Museum of Natural History. Julia advocates for the learning-disabled community, which she is a part of, to ensure that teachers are trained to integrate engaging materials and techniques to create inclusive classrooms. A true Brooklynite, Julia worked in both the Brooklyn Botanic Garden and the New York Aquarium as a teen and grew up admiring her historical hero, Lady Deborah Moody, the founder of Gravesend where she has lived most of her life.  
[jpelaez@bklynlibrary.org](mailto:jpelaez@bklynlibrary.org)

### Brooklyn Collection Archive Tour

The Brooklyn Collection offers school tours for 4th – 12th grade classes, colleges and private groups pending availability during non-open hours. Programs include archival tours or curated research sessions. To book a tour contact us via email at [bceref@bklynlibrary.org](mailto:bceref@bklynlibrary.org) or by calling 718.230.2762

### Brooklyn Collection Open Hours

Feel free to walk in during our open hours to visit our browsing collection, view our exhibits and familiarize yourself with our materials.

**MON: CLOSED**

**TUES: 12:30PM – 8:45PM**

**WED: 12:30PM – 6:00PM**

**THURS: 12:30PM – 8:45PM**

**FRI: 9:00AM – 3:00PM**

**SAT: 1:00PM – 5:30PM**

**SUN: CLOSED**

## PRESENTER INFORMATION

**Clarence Taylor, Ph.D.**  
Professor Emeritus of History  
Baruch College and the Graduate  
Center, CUNY  
[clarence.taylor@baruch.cuny.edu](mailto:clarence.taylor@baruch.cuny.edu)

Clarence Taylor was born and raised in Brooklyn, New York. He attended public schools in East New York and Canarsie and received his undergraduate degree from Brooklyn College and his MA from New York University. Shortly after graduation from NYU, Taylor began teaching in the New York City public school system as a special education teacher. For seven years, he worked at Junior High School 278 in Marine Park, Brooklyn, with students who were classified as emotionally disturbed, one of the most challenging student populations in the system. In 1984 Taylor left JHS 278 and became a social studies teacher at James Madison High School in Brooklyn. While teaching at James Madison, Clarence pursued his doctorate in history at the Graduate School of the City University of New York.

In 1991, Clarence received his PhD in American history and began teaching at Le Moyne College in Syracuse, New York. He reworked his dissertation into a book, *The Black Churches of Brooklyn from the 19th Century to the Civil Rights Era*, and it was published by Columbia University Press in 1994. In 1996, Clarence became a member of the history department and the African-New World Studies Program at Florida International University. In 1997, Clarence's second book, *Knocking At Our Own Door: Milton A. Galamison and the Struggle to Integrate New York City Schools* was published by Columbia University Press, and, in 2002, his book, *Black Religious Intellectuals: The Fight for Equality from Jim Crow to the 21st Century*, was published by Routledge.

Dr. Taylor's research interests lie in the modern civil rights and black power movements, African-American religion, and the modern history of New York City. He is also co-editor of *Civil Rights Since 1787: A Reader in the Black Struggle* (New York University Press, 2000) which won the Gustavus Myers Prize in 2001 and editor of *Civil Rights in New York City: From World War II to the Giuliani Era* (Fordham University Press, 2011). Taylor's book, *Reds at the Blackboard: Communism, Civil Rights and the New York City Teachers Union* is also published by Columbia University Press (2011).

# RESOURCES FROM THE BROOKLYN COLLECTION

Brooklyn Public Library's Brooklyn Collection documents the history of Brooklyn from pre-colonial times to the present. A unique resource for the study of Brooklyn's social and cultural history, the Brooklyn Collection is a distinct division of Central Library, and is BPL's only collection of archival and rare book material. Founded in 1997 as a small book collection attached to the Library's History Division, it has become the world's largest public archive for the study of Brooklyn's social and cultural history in the 19th and 20th centuries. For a comprehensive overview of the Brooklyn Collection's holdings visit [bklynlibrary.org/brooklyncollection](http://bklynlibrary.org/brooklyncollection)

## Newspapers & Magazines

Newspaper & Magazine holdings include, the full run of *The Brooklyn Daily Eagle* which was published as a daily newspaper for 114 consecutive years, as well as society magazine *Brooklyn Life* (1890-1931), the Park Slope Food Coop (PSFC) publication *Linewaiters' Gazette* and numerous other neighborhood periodicals and publications containing general interest stories as well as borough, city, and national news.

## Ephemera

[Ephemera Collection](#): catalogs, postcards, business cards, fliers, circulars, and other remnants of daily Brooklyn life.

[Letterhead Collection](#): Letterhead stationery from Brooklyn businesses and institutions, spanning two hundred years of Brooklyn history.

[Fulton Street Trade Card Collection](#): Digitized advertising cards from Fulton Street businesses featuring colorfully illustrated and often humorous images. [Brooklyn Bridge Postcard Collection, c.1900-1984](#): Nearly 300 postcards featuring the Brooklyn Bridge.

## Audio Visual

[Black Brooklyn Renaissance Digital Archive](#) 1960-2010 (BBR) was a landmark, two year-long research, planning, and public presentation initiative by Brooklyn Arts Council (BAC), in partnership with Bedford Stuyvesant Restoration Corporation. This digital archive contains 73 playable DVD discs with content from the BBR initiative.

[Brian Purnell Civil Rights in Brooklyn Oral History Collection](#): Recorded interviews with former members of the Brooklyn Congress of Racial Equality (CORE) with

## Photos

Brooklyn Collection's Historic Photo collection contains more than 20,000 photographs from Brooklyn dating from the mid-1800s to present. The collection includes photos from the archive of the Brooklyn Daily Eagle - Brooklyn's influential hometown newspaper for over a century-, a collection of photographs of local subway stations, as well as prints depicting historic people, structures and events in Brooklyn from the era before the rise of photography. Many of these prints come from popular magazines and journals of the 19th century.

[Betsy Head Farm Garden Photo Collection](#)  
[Photographs from the Brooklyn Daily Eagle](#)

[Prints Collection, 1839-1968](#)

## Maps & Atlases

The Map & Atlas collection provides a wealth of information about Brooklyn geography, building, transportation routes, and other city planning factors from the mid-19th century to the mid-20th century. Businesses, factories, churches, synagogues, schools, police and fire departments, parks and other municipal buildings are often specifically identified and labeled.

Earlier atlases and maps have tremendous research potential with some showing farm lines and the names of land owners. Highlights of the maps & atlases collection include Prospect Park planning maps (1855 – Present) and Sanborn Insurance Maps (1886 – 2005).

[Atlas Collection, 1855-1969](#)

[City Directories and Telephone Directories on Microfilm, 1796-1986](#)

[Digitized City Directories, 1856-1967](#)

[Maps Collection, 1666-2002](#)

## Other Highlights

[Class Photograph Collection](#): This small collection documents graduating classes at various public and private schools in Brooklyn. Additionally, there are two photographs of the staff of Boys' High School's student publication, the "Recorder."

[High School Newspaper Collection, 1853-1975](#): A collection of publications from Brooklyn schools, covering life in the schools as well as events in their communities.

[Yearbook Collection](#): An ever-expanding collection of yearbooks from Brooklyn schools, from middle school to college level and dating from 1849-2008.

[Black News Table of Contents](#): A list of the articles that appear in the run of Black News that is part of the Rioghan Kirchner Civil Rights in Brooklyn Collection.

[Brian Purnell Civil Rights in Brooklyn Oral History Collection](#): Recorded interviews with former members of the Brooklyn Congress of Racial Equality (CORE), with ephemera, notes and news clippings.

[Rioghan Kirchner Civil Rights in Brooklyn Collection](#): A collection documenting the civil rights movement in Brooklyn. The collection was compiled and donated by Rioghan Kirchner, a member of the Brooklyn chapter of CORE (the Congress of Racial Equality).

[Coney Island House Register, 1848-1852](#): A leather bound register, about half the pages of which are filled with signatures of visitors to the Coney Island House hotel from 1848-1852.

[Froebel Society Records](#): Minutes, yearbooks and other documents relating to the activities of the Froebel Society, a Brooklyn women's club that promoted cultural activity among its members, who were originally drawn from the mothers of children attending the Froebel Academy

ephemera, notes and news clippings. Brooklyn Film & Arts Festival Collection : Five films that were presented at the 2011 Brooklyn Film Arts Festival on DVD

## CIVIL RIGHTS IN BROOKLYN RESOURCES

### Further Reading

Purnell, Brian. *Fighting Jim Crow in the County of Kings: The Congress of Racial Equality in Brooklyn*. University of Kentucky, 2013.

Purnell, Brian. *A Movement Grows in Brooklyn: The Brooklyn Chapter of the Congress of Racial Equality (CORE) and the Northern Civil Rights Movement in the Early 1960s*. [Dissertation.] New York University, 2006.

Thohares, Jeanne and Komozi Woudard. *Groundwork: Local Black Freedom Movements in America*. New York University, 2006.

Meier, August. *CORE: A study in the Civil Rights Movement, 1942-1968*. University of Illinois Press, 1975.

Taylor, Clarence. *The Black Churches of Brooklyn*. Columbia University Press, 1994.

Williams, Juan. *Eyes on the Prize: America's Civil Rights Years, 1954 – 1965*. Penguin Books, 2013.

Powledge, Fred. *Free at Last? The Civil Rights Movement and the People Who Made It*. Little, Brown, 1991.

Arsenault, Raymond. *Freedom Riders: 1961 and the Struggle for Racial Justice*. Oxford University Press, 2006.

Salmond, John A. *My Mind Set on Freedom: A History of the Civil Rights Movement, 1954 – 1968*. Ivan R. Dee, 1997.

Hampton, Henry and Steve Fayer. *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s*. Bantam Books, 1991.

Wilde, Craig Steven. *A Covenant with Color: Race and Social Power in Brooklyn*. Columbia University Press, 2000.

Albarelli, Gerry and Amy Starechesky. *The Telling Lives Oral History Curriculum Guide*. New York: The Columbia Center for Oral History, 2013

# CIVIL RIGHTS IN BROOKLYN RESOURCES

## Brooklyn Public Library Articles & Databases

**American History** - Primary and secondary sources, including overview essays, biographies, government and court documents, photos, maps, audio/video clips, and statistics.

**African American Experience** - A collection of scholarly articles and primary source documents on African American history and culture. Includes books, speeches, letters, photographs, illustrations and audio clips.

## Brooklyn Collection

### Civil Rights in Brooklyn Collection, 1961 – 2005

The Civil Rights in Brooklyn Collection includes documents and ephemera related to Brooklyn's chapter of C.O.R.E. (the Congress of Racial Equality) as well as FOCUS (Freedom Organizations Coordinated for Unity in Shorefront), a related organization that exposed discrimination in Brooklyn. The collection also has an oral history component, compiled by Dr. Brian Purnell and consisting of interviews with over 30 former members of C.O.R.E. In addition, the collection includes a run of 124 volumes of *Black News*, a publication focused on national and international issues in civil rights.

### *Accessing the Collection*

Finding aids for the collection can be found on the Brooklyn Public Library website, at <https://www.bklynlibrary.org/brooklyncollection/collection-guides> under "Social History Collections."

Our mission is to provide free access to information on the rich heritage of our community. Most materials are fragile and unique; items do not circulate and many cannot be photocopied or photographed with flash. Scanning equipment is not allowed. Many of our materials are available for your use when you arrive, but it is recommended to contact the Brooklyn Collection before you visit. For access to original photographs, ephemera and manuscript collections, you must call in advance for an appointment during our open hours at 718.230.2762.

The oral histories from this collection have been digitized by Pratt Institute and are available at <http://brklyncore.prattsi.org/>

## Found Poetry

Wessling, Sarah Brown. *Creating Found Poetry*. Teaching Channel.  
<https://www.teachingchannel.org/videos/creating-found-poems-lesson>

# TEACHING & LEARNING WITH BROOKLYN CONNECTIONS

Brooklyn Connections' comprehensive teaching and learning materials are designed to help students cultivate 21st Century learning skills through the lens of local Brooklyn history. Our educators and archivist have compiled letters, speeches, photographs, journal entries and unique ephemera from the Brooklyn Collection to develop engaging learning materials and lesson plans.

## Primary Source Packets

Each packet includes approx. ten primary sources from the Brooklyn Collection and other reliable collections institution. Each packet includes custom document based questions (DBQs). The sources and corresponding questions can help students gain brand new perspectives about Brooklyn's historical people, places and events.

### Neighborhoods

- Bay Ridge
- Bed-Stuy
- Borough Park
- Brooklyn Heights
- Brownsville
- Bushwick
- Canarsie
- Crown Heights
- Cypress Hills
- Dyker Heights
- East Flatbush
- East New York
- Gowanus
- Greenpoint
- Park Slope
- Sheepshead Bay
- Sunset Park
- Williamsburg

### Society & Culture

- Brooklyn & The Civil Rights Movement
- Child Labor
- Civil War
- Draft Riots
- Eminent Domain
- Environmentalism
- German Immigration
- Great Depression
- Housing
- Bed-Stuy Immigration
- Bushwick Immigration
- Italian Immigration
- LGBT Rights
- Revolutionary War
- Slavery & Abolition
- Women & The Civil War
- Women's Rights

### Places & Landmarks

- Brooklyn Academy Of Music
- Brooklyn Bridge
- Brooklyn Navy Yard
- Coney Island Amusement Parks
- Dreamland Park
- Ebbets Field
- Green-Wood Cemetery
- Luna Park
- New York Aquarium
- Newtown Creek
- Plymouth Church
- Prospect Park
- Steeplechase Park
- The Roeblings & Their Bridge
- The Verrazano-Narrows Bridge

## Skills Based Lesson Plans

Brooklyn Connections supports teachers as they develop skill-based instruction for their classrooms. Our lesson plans are written by teachers for teachers and can be adapted for elementary, middle & high school students. Use them as they are or modify them to create your own.

- Crafting A Research Question
- Source Citations
- Annotated Bibliography
- Citing & Plagiarism
- Map & Atlas
- Atlas Reading
- Introduction To Research
- Steps To Effective Research
- Cornell Method Notetaking
- Essay Structure
- Claim & Counterclaim
- Conducting An Interview
- Thick And Thin Questions
- Developing An Argument
- Crafting A Strong Thesis
- Effective Internet Research

Contact Brooklyn Connections for complimentary copies of any of the materials listed. Don't see a topic you are looking for or have a suggestion for a Brooklyn history topic? With over 100 packets in our database ask us about topics not listed here.

## CIVIL RIGHTS IN BROOKLYN SCAVENGER HUNT

**PHOTOGRAPHS:** Write three observations from the photographs provided. Focus on the details that stand out to you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Based on these observations, infer how the racial divide manifested in Brooklyn in the 1960's.

---

---

**EPHEMERA:** Pick two ephemera pieces and describe a) what each was used for; b) why it was likely created; and, c) whether or not you think it was effective in the Civil Rights Movement.

1. \_\_\_\_\_
2. \_\_\_\_\_

What questions do you have about Civil Rights Movement in Brooklyn based on the ephemera pieces?

---

---

**POEMS:** Choose one of the poems provide and describe how it reinforces or alters your understanding of the Civil Rights Movement in Brooklyn.

---

---

Why is the inclusion of poetry important in a history classroom?

---

---

**NEWSPAPERS:** Pick one of the selected *Black News* articles and write three facts from the article:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Pick one *Black News* cover and explain what it portrays and why this particular one caught your attention.

---

---

Why do you think that *Black News* uses the motto “Agitate, Educate, Organize?” Explain your answer.

---

---



# **FOUND POETRY LESSON PLAN**



<b>AIM:</b>	Students will listen to and investigate oral history testimonies and co-create a literary collage (found poetry).
<b>OBJECTIVE:</b>	Students will: <ul style="list-style-type: none"> <li>• Listen to oral history testimonies</li> <li>• Analyze testimonies</li> <li>• Create a collaborative poem using textual evidence</li> <li>• Formulate questions based on the primary source content</li> <li>• Gain knowledge of historic events with supplemental content</li> </ul>
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• Oral history transcript handout</li> <li>• Oral history audio recording of the testimony</li> <li>• Receipt paper and pens</li> <li>• Accompanying primary or secondary source text with further contextual information</li> <li>• Question handout</li> <li>• <a href="https://www.teachingchannel.org/videos/creating-found-poems-lesson">https://www.teachingchannel.org/videos/creating-found-poems-lesson</a> You can show your students this video as an example of a found poetry lesson.</li> </ul>
<b>PROCEDURE:</b>	<ol style="list-style-type: none"> <li>1. Describe what oral histories are, how they're collected and why they're significant to historical research.</li> <li>2. Listen to the oral history testimony provided. Do not take notes, just listen. Try to focus in on the speaker's perspective on the events they are recalling.</li> <li>3. Hand out the oral history transcript and play the audio testimony a second time. Instruct students to read along and annotate the transcript (underline and circle words they find important) while the recording is playing.</li> <li>4. Once the recording is over, ask the students to identify a word or phrase from the testimony that resonated with them and write it on the receipt paper provided.</li> <li>5. Together students take their word or phrase and put them on the floor for everyone to see one at a time. Students may place their word or phrase before, after or in between other words or phrases already on the floor.</li> <li>6. Ask for a volunteer to read the new poem aloud.</li> <li>7. Have students read the accompanying primary or secondary source text and record their questions on the handout provided.</li> </ol>
<b>ASSESSMENT:</b>	<p>Assessment ideas:</p> <ul style="list-style-type: none"> <li>• Ask students to reflect on the following: <ul style="list-style-type: none"> <li>○ How did listening to the testimony help you better understand the topic at hand? How did the process of creating found poetry help you better understand the topic at hand?</li> </ul> </li> <li>• After creating the found poetry have students break into small groups to read, analyze, and dissect the accompanying primary or secondary source. Assess students based on their group participation, contribution, and questions that they raise.</li> </ul>
<b>DIFFERENTIATION:</b>	<ul style="list-style-type: none"> <li>• For lower level students: allow more time for the listening and reading the testimony (the latter should be done aloud as a group) and consider providing additional vocabulary.</li> <li>• For higher level students: provide additional accompanying primary and secondary sources at the end of the lesson for more in-depth and comprehensive understanding of the topic.</li> </ul>

<p><b>C.C.S.S. ADDRESSED:</b></p>	<p><b>4<sup>th</sup> Grade</b>  <u>CCSS.ELA-LITERACY.RL.4.1</u>  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <u>CCSS.ELA-LITERACY.RL.4.2</u>  Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>5<sup>th</sup> Grade</b>  <u>CCSS.ELA-LITERACY.SL.5.1</u>  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.  <u>CCSS.ELA-LITERACY.SL.5.1.C</u>  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  <u>CCSS.ELA-LITERACY.SL.5.2</u>  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <u>CCSS.ELA-LITERACY.SL.5.5</u>  Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>6<sup>th</sup> Grade</b>  <u>CCSS.ELA-LITERACY.RH.6-8.1</u>  Cite specific textual evidence to support analysis of primary and secondary sources.  <u>CCSS.ELA-LITERACY.RH.6-8.2</u>  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  <u>CCSS.ELA-LITERACY.RH.6-8.6</u>  Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>7<sup>th</sup> Grade</b>  <u>CCSS.ELA-LITERACY.SL.7.2</u>  Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  <u>CCSS.ELA-LITERACY.SL.7.5</u>  Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>8<sup>th</sup> Grade</b>  <u>CCSS.ELA-LITERACY.SL.8.1.A</u>  Come to discussions prepared, having read or researched material under study;</p>
-----------------------------------	--

explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
CCSS.ELA-LITERACY.RI.8.2  
 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  
CCSS.ELA-LITERACY.SL.8.2  
 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  
CCSS.ELA-LITERACY.SL.8.5  
 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**9<sup>th</sup> – 10<sup>th</sup> Grades**  
CCSS.ELA-LITERACY.RI.9-10.2  
 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  
CCSS.ELA-LITERACY.RI.9-10.4  
 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  
CCSS.ELA-LITERACY.SL.9-10.2  
 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  
CCSS.ELA-LITERACY.SL.9-10.5  
 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**11<sup>th</sup> - 12<sup>th</sup> Grades**  
CCSS.ELA-LITERACY.SL.11-12.5  
 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  
CCSS.ELA-LITERACY.SL.11-12.2  
 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  
CCSS.ELA-LITERACY.SL.11-12.3  
 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**PLAY**

**Excerpt from Oral History Interview with Douglass Bibuld (DB),  
May 31, 2004.**

**Interviewed by Brian Purnell (BP).**

*This excerpt is taken from the start of a conversation about Operation  
Cleansweep, which Douglas Bibuld participated in as a child.*

**BP:** What do you remember of that demonstration?

**DB:** I remember I followed eight, ten, it might have been more cars with U-Hauls driving around Gates Avenue in Bedford Stuyvesant, going into yards, picking up box springs and all kinds of junk and throwing it on the back of the U-Haul - - driving across, I think it was Brooklyn Bridge, into Lower Manhattan - - driving up on City Hall steps, dumping all of that stuff out, [Laughs] and then driving quickly on before the police could get there. I remember doing all of that. And I remember the explanation for it was that they had cut garbage collection I think from two a week to once a week, and garbage was piling up. It was the summer time. That happened I think at the end of the summer. But people had complained, there had been complaints about rats going crazy and so forth and I knew it was to dramatize the need to resume garbage collection. And I think it was cut in Bedford Stuyvesant, specifically it wasn't cut in other areas, and that it was a protest against that.

**BP:** Wow I didn't know that you had participated, I didn't know that children were there.

**DB:** Yes. Because I mean there was no place to leave us. [Laughs] At least I certainly, and Carl and Melanie, we participated in a lot of what was going on.



# CIVIL RIGHTS IN BROOKLYN

PRIMARY SOURCE PACKET

Student Name



## INTRODUCTORY READING

Murphy, Brendan. "Civil Rights Professional Development Packet for Teachers." Brooklyn Collection, Brooklyn Public Library.

### **The Civil Rights Movement in Brooklyn**

The Civil Rights Movement is typically associated with the Black Freedom Movement from the mid-1950s through the 1960s. However, the movement started much earlier than that. In the early twentieth century, African Americans organized groups such as the Urban League and the National Association for the Advancement of Colored People (NAACP). Though these groups were incredibly important, it was the experiences of African American men and women during World War II that reshaped how they viewed their opportunities and rights. The Congress of Racial Equality (CORE), the Student Nonviolent Coordinating Committee (SNCC) and the Black Panthers were among the important civil rights organizations born from that experience. CORE played a major role in transforming what began as a movement for racial equality just in the military into a broader social movement for racial equality.

CORE was a national, interracial organization with a commitment to nonviolent direct action, which became a major force in the struggle to end discrimination in the United States from 1942 through the 1960s. While the group raised awareness of civil rights campaigns in the south to end segregation, CORE also made clear that the problem of discrimination was equally a northern problem. Chapters of CORE were established in New York including: Bronx CORE, Harlem CORE, Lower East Side CORE, Queens CORE, and Brooklyn CORE. Ministers from black churches and local Brooklynites also joined the effort.

### **Ebinger Bakery**

The Ebinger Baking Company was founded in 1898 in Brooklyn and had a reputation for delicious pastries and cakes. Although the company was an important part of neighborhood life, it failed to keep up with the diversifying Brooklyn's communities, refusing to hire African American, Jewish and Latino workers. In 1962, Brooklyn CORE took action and encouraged Ebinger management to hire African American and Latino sales clerks, bakers and drivers. After months of unsuccessful negotiations, Brooklyn CORE took its cause to the streets and began to picket outside of stores. When picketing and boycotting the stores failed to bring enough attention, members staged a sit-in in front of bakery delivery trucks, temporarily shutting down operations and forcing the company to re-think its hiring practices.

### **Operation Cleansweep**

Brooklyn CORE's "Operation Cleansweep" was an effort to raise awareness about neighborhood discrimination: specifically, how the population of the Bedford-Stuyvesant neighborhood greatly increased from the 1940s to the 1960s, but public services, such as garbage removal, were not changed in response to this growth. Bedford-Stuyvesant received garbage pick-up three times each week, while other less crowded neighborhoods, such as Bensonhurst and Sheepshead Bay, received five days of garbage removal per week. For more than a decade, residents of Bedford-Stuyvesant complained to the DOS and the Mayor about garbage collection but received no help.

So, Brooklyn CORE initiated “Operation Cleansweep” on September 15, 1962. Participants gathered garbage directly from the streets of Bedford-Stuyvesant and placed it on the steps of Brooklyn’s Borough Hall. During the demonstration, police gave out court summonses and tickets for littering. Picketers outside Borough Hall distributed materials that highlighted the differences in city services in white neighborhoods and the same services in African American neighborhoods.

### **The Bibuld Family And The Board Of Education**

Throughout the 1950s and 1960s, it was well-known across Brooklyn that schools in largely African American and Puerto Rican areas were inferior to those in white neighborhoods. Brooklyn CORE researched the difference in reading and math scores and compared the number and quality of text books in schools in white neighborhoods and schools in minority neighborhoods. The results showed a huge difference. Years of useless negotiations inspired CORE to consider school boycotts, picketing and sit-ins at the Board of Education. At the center of CORE’s education initiatives was the Bibuld family.

In 1962, the Bibuld children were assigned to PS 282, a school that their parents thought was below standards. They believed that PS 200, located in a mostly white neighborhood, was a more promising option for their children. However, the Board of Education denied their application. With support from CORE, Mr. and Mrs. Bibuld took their children to PS 200, despite the fact that the children had been refused admission. The Bibuld children were not allowed to officially enroll, but the principal of PS 200 did allow them to stay as guests. The Bibuld family and Brooklyn CORE called this action a school “sit-in.” To support the Bibuld children, Brooklyn CORE also organized protests and sit-ins at the Board of Education. Nearly 300 CORE members participated in these activities.

### **Downstate Medical Center**

By 1963, the Civil Rights Movement had become a major fixture in American society. Protests and demonstrations in the name of racial equality were being held across the country. In New York, one of the greatest areas for discrimination was employment, and Brooklyn CORE took this issue seriously.

The construction at Brooklyn’s Downstate Medical Center in 1963 was supposed to be a major boost for Brooklyn’s economy, providing years of employment for laborers and construction workers. Unfortunately, the majority of the jobs were given to unions that were “unavailable” to black workers.

In response, CORE joined with the Black Ministers Coalition and other organizations to stage a major sit-in at the construction site. On July 15, 1963, fourteen of Brooklyn’s African American ministers arrived at Downstate with over 75 parishioners to picket. In the weeks that followed, several hundred people, many of whom were members of Brooklyn CORE, were arrested for picketing. Demonstrators made human chains in front of wrecking balls, lay down in front bulldozers and climbed on top of cranes. The actions severely slowed work on the building and garnered significant public and media attention.

### **The March On Washington**

As a major player in the Civil Rights Movement, Brooklyn CORE participated fully in the March on Washington, sending several busloads of demonstrators, as well as organizing a literal “march” from Brooklyn to the Lincoln Memorial. Brooklyn CORE also sent a small contingent to Washington on foot. The young group of CORE members walked 237 miles from Downtown Brooklyn to Washington, DC.



A CALL TO ACTION !!

C.O.R.E. CHAPTERS & CIVIL RIGHTS GROUPS URGED TO SUPPORT BROOKLYN C.O.R.E.

---

AFTER MANY, MANY MONTHS OF PICKETING, BOYCOTTING AND UNSUCCESSFUL NEGOTIATIONS, ON SATURDAY, AUGUST 4, FROM 10:00 A.M. TO 6:00 P.M., BROOKLYN C.O.R.E. WILL STAGE A MASS DEMONSTRATION AGAINST 39 OF THE EBINGER BAKING CORPORATION'S RETAIL STORES.

EBINGER BAKING CORPORATION HAS A LONG HISTORY OF BIGOTRY AND UNFAIR HIRING PRACTICES IN BROOKLYN, WHERE MANY OF THEIR STORES ARE LOCATED IN GHETTO AREAS. THIS COMPANY ALSO HAS A LONG HISTORY OF DEFYING ANY AND ALL CIVIL RIGHTS AGENCIES - AND AFTER MUCH PRESSURE, ESPECIALLY FROM THE MINISTER'S ALLIANCE OF BEDFORD-STUYVESANT, HAS RESORTED TO TOKENISM AND HIRED 2 "LIGHT-SKINNED" NEGRO SALES CLERKS.

EBINGER'S HAS REFUSED TO LIVE UP TO AN AGREEMENT MADE BETWEEN THEM, S.O.R.E. AND THE URBAN LEAGUE STATING THEREIN THAT 3 OUT OF 5 PERSONS HIRED WOULD BE NEGROES.

SINCE IT HAS BEEN IMPOSSIBLE TO COME TO ANY REASONABLE AND WORKING TERMS WITH THE FIRM'S REPRESENTATIVES, WE ASK YOU TO JOIN US IN THIS MASS EFFORT TO ONCE AND FOR ALL END THE DISCRIMINATORY HIRING PRACTICES OF A FIRM EARNING THE BULK OF ITS PROFITS FROM MINORITY GROUPS, WHILE REFUSING RECOGNITION OF THEIR RIGHTS TO EQUAL EMPLOYMENT OPPORTUNITIES.

PLEASE CONTACT MR. MAURICE FREDERICKS, PR 3-3641, OR YOUR LOCAL C.O.R.E. CHAPTER, PLEDGING YOUR TIME AND ENERGY TO BROOKLYN C.O.R.E. FROM 10:00 A.M. TO 6:00 P.M. ON AUGUST 4.

YOURS FOR FREEDOM NOW,

BROOKLYN CONGRESS OF RACIAL EQUALITY

1. What is Document 1 trying to persuade its readers to do? Why?

---

---

---

---

2. What is *tokenism*? Use context clues to make an educated guess.

---

---

---

---

---

3. Name four tactics listed in Document 1 that CORE used to fight Ebinger’s Bakery.

---

---

---

---

---

4. Document 1 was created in 1962. Imagine how this notice would be distributed to the general public. Name three possible ways here:

---

---

---

---

---

**Document 1** - “A Call to Action.” *Brooklyn Congress on Racial Equality*. Aug 1962.  
Brooklyn Collection, Brooklyn Public Library.



**Document 2** - Adelman, Bob. *Barbara Weeks and Claire Toombs Sit in Ebinger Drive*. 1962. Brooklyn Collection, Brooklyn Public Library

1. Who are the two women sitting down in DOCUMENT 2? How do you know?

---

---

---

---

2. Why did they choose this location for their protest?

---

---

---

---

---

3. Imagine you are a bystander walking by this scene. What do you hear?

---

---

---

---

---

4. List two suggestions for how these women might have increased the effectiveness of their protest.

---

---

---

---

---

**Document 2** - Adelman, Bob. *Barbara Weeks and Claire Toombs Sit in Ebinger Drive*. 1962.  
Brooklyn Collection, Brooklyn Public Library

Dear Mr. Ebinger:

I have pledged not to buy at any of the Ebinger stores until you agree to hire without discrimination.

My family enjoys your products and we would like to resume our patronage of your stores as soon as possible - so please let me know when you have come to an agreement with the Ministers' Movement and with C.O.R.E.

Very truly yours,

Name:

Address:

**Document 3** - *Pledge Card*. August 1962. Brooklyn Collection, Brooklyn Public Library.

1. What is a pledge? Use context clues to make an educated guess.

---

---

---

---

2. What is the pledge made in DOCUMENT 3?

---

---

---

---

---

3. Why is there no name signed at the bottom of DOCUMENT 3?

---

---

---

---

---

4. How do you think DOCUMENT 3 was used? Do you think it was effective?

---

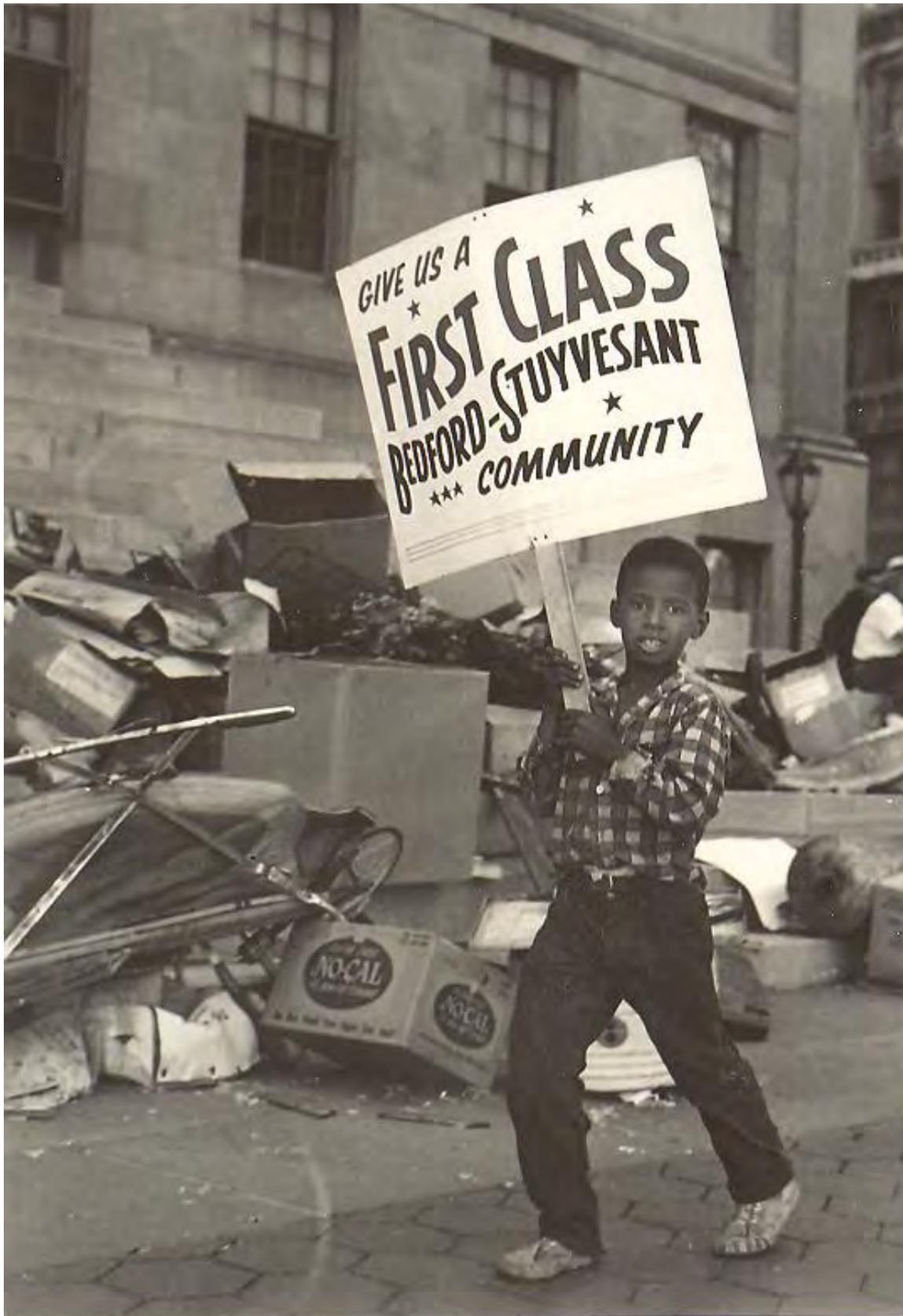
---

---

---

---

**Document 3** - *Pledge Card*. August 1962. Brooklyn Collection, Brooklyn Public Library.



**Document 4** - Adelman, Bob. *Bernard Hall: Telling It Like It Is. Operation Cleansweep. 1962.*  
Brooklyn Collection, Brooklyn Public Library.

1. Who is the boy pictured in DOCUMENT 4? How do you know? Provide two clues.

---

---

---

---

2. Observe three things in the background of this photograph:

---

---

---

---

---

3. What do you think it means to have a “First Class” community?

---

---

---

---

---

4. Do you think this young boy’s protest was effective? Why or why not?

---

---

---

---

---

**Document 4** - Adelman, Bob. *Bernard Hall: Telling It Like It Is. Operation Cleansweep. 1962.* Brooklyn Collection, Brooklyn Public Library.



September 26, 1962

The Editor,  
New York World-Telegram  
and The Sun  
125 Barclay Street  
New York 15, N. Y.

Dear Sir:

Your columnist, Mr. Richard Starnes, takes the Congress of Racial Equality (CORE) to task (Sept. 20) for dumping uncollected garbage it found in Bedford-Stuyvesant on the Boro Hall steps, as part of its "Operation Cleansweep" campaign.

We of course, have no quarrel with his right to criticize CORE techniques anytime he wishes. It is the inaccuracies and undemocratic views expressed that we must take issue with.

"Operation Cleansweep" was sponsored by the Brooklyn Chapter of CORE. It is an interracial group. And at least in this part of the country, all of our actions are with Negro and white followers.

After investigations, discussions with Sanitation officials and with the Boro President, and getting nowhere, we charged that the failure to give 5 day garbage collection service to the Bedford-Stuyvesant community was racial discrimination - Harlem notwithstanding.

This view was confirmed by an actual examination of the Sanitation Dept. map of the Boro which shows where 3 and 5 day pickup schedules are in effect. The areas which receive 5 days happen to be predominantly white, while those with 3 days overwhelmingly Negro. This fact was not denied by Sanitation Dept. officials.

Mr. Starnes does not state why this community is on 3 day garbage collection service. Has he bothered to find out why? The official reason given Brooklyn CORE was that the budget doesn't provide for 5 days. Is it a responsible city administration to apportion the least garbage collection to congested areas which have the most garbage to collect?

Your columnist says "The American Negro must take up the difficult task of proving to the white community that he deserves the co-equal citizenship he is demanding". Years ago Negroes were denied their constitutional rights because it was believed that God created them biologically inferior. Then the Bible was used to "prove" that they should be separated. Later, it was discovered that they were uneducated. Hence unable to exercise rights normally accorded to any white man.

The current "reason" for denying Negroes their rights is that since at least "some Negroes" are "irresponsible", the whites must get "proof". Yet the meanest, the dirtiest, the most unlettered white person can vote anywhere in the land. He can live where he wishes and he can eat in any restaurant on Route 40. A Ralph Bunche cannot.

These specious arguments are clearly retreats in the long history of promoting racist notions. White citizens are not required to prove that they are deserving of their inalienable rights. Why Negroes - if these rights are guaranteed to all Americans by the Constitution. When such proof is required of all citizens - only then could they possibly apply to the Negro.

To have it otherwise, is not democratic. Nor is it equality. It is racism.

Mr. Starnes says "An estimated 200 followers of CORE descended on Brooklyn's Borough Hall". We wish it were so. According to our own count and that of the World\*Telegram and other newspapers this figure is exactly 5 times the number who actually participated. When Brooklyn CORE gets that many followers out for one project - a Bedford-Stuyvesant will be cleaned a good deal faster.

Finally, we are happy to announce that Brooklyn CORE's alleged irresponsibility has accomplished the responsible act of securing daily garbage collection on Gates Avenue in that community.

*Rioghan M. Kirchner*

**Document 5** - Kirchner, Rioghan. *Letter to the Editor*. New York World Telegram. 26 Sept 1962. Brooklyn Collection, Brooklyn Public Library.

1. What type of document is DOCUMENT 5? Be specific.

---

---

---

---

2. What does the author of DOCUMENT 5 believe the newspaper columnist Mr. Richard Starnes did incorrectly?

---

---

---

---

---

3. According to DOCUMENT 5, what does the columnist Mr. Richard Starnes believe the Bed-Stuy community must do about the trash collection problem?

---

---

---

---

---

---

4. What is the *tone* of the author in DOCUMENT 5? List three examples to back up your claim.

---

---

---

---

---

---

**Document 5** - Kirchner, Rioghan. *Letter to the Editor*. New York World Telegram. 26 Sept 1962. Brooklyn Collection, Brooklyn Public Library.

# FELLOW FREEDOM FIGHTERS

A NEGRO FAMILY WILL GO TO

## JAIL

Just as Mississippi is trying to kick James Meredith out of a "white" school, The City of New York is trying to keep the Bibuld children out of a "white" school. It also threatens to TAKE THE CHILDREN AWAY FROM THEIR PARENTS, AND THROW BOTH MOTHER AND FATHER INTO JAIL.

YOU CAN

## HELP

### MASS DEMONSTRATION

MONDAY — FEBRUARY 4th 8<sup>00</sup><sub>a.m.</sub> — 4<sup>30</sup><sub>p.m.</sub>

BOARD OF EDUCATION -- 110 LIVINGSTON STREET  
BROOKLYN, BOROUGH HALL STATION -- ALL TRAINS

SIT INS 24 HOURS A DAY CONTINUOUS SINCE

JANUARY, '27 ROOM 1012

Brooklyn CORE 272 Van Buren St GL 3-2731

1. To who is DOCUMENT 6 addressed?

---

---

---

---

2. Imagine where you might find this flyer hanging up. Name three possible locations:

---

---

---

---

---

3. Name two tactics DOCUMENT 6 uses to capture its reader’s attention:

---

---

---

---

---

4. Compare DOCUMENT 6 with DOCUMENT 5. List two ways in which the strategies of the authors are different:

---

---

---

---

---

**Document 6** - “Fellow Freedom Fighters.” *Brooklyn CORE*. 4 Feb 196-. Brooklyn Collection, Brooklyn Public Library.



**Document 7** - *All Together Now, Kneel for Freedom*. Brooklyn Collection, Brooklyn Public Library.

1. Who are the people on their knees in DOCUMENT 7? Use observations as evidence to back your inference.

---

---

---

---

2. Who are the people standing up in the background of DOCUMENT 7? Use observations as evidence to back your inference.

---

---

---

---

---

3. Why do you think the protestors would “Kneel for Freedom?”

---

---

---

---

---

4. Observe the people attending the protest. Who do you see in the crowd? Who don't you see in the crowd?

---

---

---

---

---

**Document 7** - *All Together Now, Kneel for Freedom*. Brooklyn Collection, Brooklyn Public Library.



**Document 8** - Assorted Buttons. Brooklyn Collection, Brooklyn Public Library.

1. Read the messages on each button in DOCUMENT 8. List two questions you have:

---

---

---

---

2. Name two reasons why buttons might be an effective way of communicating a message:

---

---

---

---

---

3. Imagine one person during the 1960's who might own all of these buttons. Where do you think he or she would have collected these buttons?

---

---

---

---

---

4. Imagine what protest buttons from the present day might say on them. Write two slogans here:

---

---

---

---

---

**Document 8** - Assorted Buttons. Brooklyn Collection, Brooklyn Public Library.



### **RELAX AND RESIST**

*Policewomen spent hours last week bearing limp white and Negro women demonstrators from truck entrances at Brooklyn's Downstate Medical Center to paddy wagons (far left). Pickets—representing CORE, the Urban League and the N.A.A.C.P.—continued singing in the wagons, and one (left) insisted on remaining relaxed. When at one point police, shorthanded, resorted to dragging unresisting demonstrators (above), they were immediately charged with brutality. From then on all were carried, regardless of bulk. Some pickets made things even tougher by binding themselves together with steel chains, forcing police to separate them with bolt cutters.*

**Document 9** - *Downstate: What a Drag.* Brooklyn Collection, Brooklyn Public Library.

1. Describe what is happening in DOCUMENT 9:

---

---

---

---

2. What does the tactic “Relax and Resist” mean in the caption for this photograph?

---

---

---

---

---

3. Why would a protestor want to go limp, as depicted in the photograph?

---

---

---

---

---

4. Do you think this strategy would be effective today? Why or why not?

---

---

---

---

---

**Document 9** - *Downstate: What a Drag*. Brooklyn Collection, Brooklyn Public Library.



# CORE SPLIT GROWS OVER PLAN TO JAM TRAFFIC AT FAIR

**National Body Warns It Will  
Cut Off Any Units That  
Join in April 22 Tie-Up**

**STORMY MEETING HELD**

**Brooklyn Group Assailed—  
Farmer Announces Own  
Picketing Program**

By **JOSEPH LELYVELD**

The national leadership of the Congress of Racial Equality broke with three chapters here last night in announcing plans for demonstrations at the World's Fair that specifically exclude the tactic of tying up traffic.

The traffic tactic—called a "stall-in"—had been proposed for the fair's opening on April 22 by the young and militant Brooklyn chapter of CORE.

The group was suspended by the national organization on Friday for refusing to give up the idea. James Farmer, CORE national director, charged that such a flamboyant demonstration would conflict with other protests that were planned.

At a heated meeting here of national and local leaders, which began yesterday afternoon and continued into the night, it appeared likely that the suspension would become permanent. It also seemed likely that two other local chapters—those from the Bronx and New York—would leave the national organization.

## **Farmer States Position**

Mr. Farmer made it clear that the parent organization was prepared to cut off any chapters that joined the Brooklyn unit in the effort to tie up fair-bound traffic. The Bronx and New York chapters showed no signs of being impressed by the warning.

The organization's position was stated by Mr. Farmer yesterday after six hours of argument with representatives of the three chapters.

The "stall-in" was ruled out, Mr. Farmer said, because it was "not a relevant confrontation with the power structure." He added that this decision of the organization's steering committee had been unanimous.

The Brooklyn chapter's proposal, Mr. Farmer said, exemplified the "frustration and anger" of the Negro community. "The only thing that should surprise American citizens is that it has not come sooner," he declared.

Mr. Farmer named five state pavilions as targets for civil rights demonstrators: Florida, Louisiana, Maryland, Mississippi and New York. Later, he added the New York City pavilion to the list.

The pavilions selected for demonstrations are those of states where there are active CORE chapters. The protests,

**Continued on Page 60, Column 3**

## CORE SPLIT GROWS ON POLICY AT FAIR

Continued From Page 1, Col. 1

to be conducted by those chapters, will be against racial discrimination in general as well as particular local grievances.

Under CORE's plans, the pavilion of no state will be immune from such demonstrations, and Mr. Farmer indicated the demonstrations might be extended beyond the opening day.

However, a number of states are not participating in the fair. A search of the most recent maps of the World's Fair revealed no sign of a Mississippi pavilion.

The city's pavilion was included to protest "continued de facto segregation in the schools, discrimination in hiring and

housing conditions," Mr. Farmer said.

The demonstrators, he said, would be coming from all over the country in large numbers and would march as well before the exhibits of industrial concerns that discriminate.

Mr. Farmer said that there were about six such companies with shows at the fair. He refused to name them but said they would be warned "immediately" and given the chance to forestall the demonstrations by signing equal opportunity pacts with CORE.

Posing for photographers with a cattle prod in his hand, Mr. Farmer said that he himself planned to put the instrument on exhibit at the Louisiana pavilion. Last summer, he said, he felt its sting while leading a demonstration in Plaquemine, La. He said it was "fierce."

The prod carried a label that read: "Heavy-Duty, Super-Matic, Hot Shot."

In the afternoon, the closed meeting was held at the offices of the American Federation of State, County and Municipal Employees at 68 Trinity Place. Later, it shifted several blocks to the less spacious CORE headquarters at 38 Park Row.

Representatives of the Bronx and New York chapters were present as invited guests of the steering committee. They had no vote. The representatives of the Brooklyn chapter had been summoned to the meeting to defend their position.

In their defense, which received the support of the two other chapters, they accused the national leaders of bowing to pressures from the "power" structure.

"You're ignoring the three active chapters in this area representing at least 1,000 people," one young woman shouted at Mr. Farmer and his colleagues.

He replied that they were

prepared to face the consequence of their decision—that it was necessary for the survival of CORE as "a viable organization."

Another member of the steering committee described the idea of snarling traffic as "nonviolent hell-raising."

"It won't end segregation," he said. "But it might end CORE."

The youthful members of the three chapters seemed to be nonchalant as they waited outside the meeting room for the steering committee's vote. They acted as if the committee was passing judgment on itself rather than on them.

It appeared likely that the groups would move closer to the Citywide Committee for Integrated Schools if their ties were finally severed with the national organization. The committee is headed by the Rev. Dr. Milton A. Galamison, the Brooklyn minister who called the two school boycotts here.

1. According to DOCUMENT 10, what does Brooklyn CORE want?

---

---

---

---

2. According to DOCUMENT 10, how did National CORE respond to Brooklyn CORE's plan?

---

---

---

---

---

3. Search the document. Find two reasons why Brooklyn CORE and National CORE could not agree on a plan and list them here:

---

---

---

---

---

4. Imagine you are in Mr. James Farmer, director of the National CORE. How would you react to the Brooklyn CORE "stall-in" plan?

---

---

---

---

---

**Document 10** - Lelyveld, Joseph. "CORE Split Grows Over Plan to Jam Traffic at Fair." *The New York Times*. 12 Apr. 1964: 1+.

## GLOSSARY

**Black Freedom Movement:** the larger movement for equality for blacks in all areas of society, not just legal rights

**Black Panthers:** a major organization during the Black Power movement

**Borough Hall:** Brooklyn's City Hall located in Downtown Brooklyn

**Congress of Racial Equality (CORE):** a large, non-violent, non-partisan civil rights organization very active across the country, including the boroughs of NYC

**Contingent:** a group of people that have something in common

**Decade:** a period of ten years

**Discriminate:** treating some people better than others

**Diversify:** To make different, not all the same

**Effective:** successful

**Enroll:** to sign up

**Fixture:** something that is permanent or fixed

**Garner:** to gain or earn

**Inferior:** low or lower in position

**Interracial:** of, involving, or for members of different racial groups

**National Association for the Advancement of Colored People (NAACP):** formed in 1909, the nation's oldest and largest civil rights organization

**Sit-in:** a form of protest in which demonstrators occupy a place, refusing to leave until their demands are met

**Student Nonviolent Coordinating Committee (SNCC):** a student-run protest that organized in both the north and south

**Urban League:** a non-partisan, interracial civil rights organization working to improve conditions for African Americans in urban areas

**World War II:** also known as the Second World War, WWII was a global conflict lasting from 1939 – 1945