



# The More Things Change The More They Stay The Same

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CREATE Conference 2009  
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Presenter

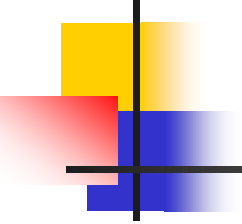
# Focus of Session



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- Introduction
- Focus on Article
- Poetry- *The Box*
  - *It's All About the Children*

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- Cultural Awareness Autobiography Activity

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- Family-Rich with love
  - History
  - Inspirations-conversation with my niece and brother

# Jim Crow



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- The Jim Crow Era occurred when slavery ended and slave owners from the south sought to keep control of the free Blacks.
- In the nineteenth century a system of laws and practices were implemented call the Jim Crow Laws.
- These laws enforced throughout the south limited Black's right and privileges

# Jim Crow



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- Jim Crow laws applied to every facet of life in the south. Many public places were off limit to Blacks, while others were segregated according to race.
- There were segregated restrooms, prisons, restaurants, cemeteries, churches, hospitals, etc.
- Numerous Jim Crow laws were enacted in the field of education
- Southerners feared the aspirations that education might foster in Blacks
- Black schools were forbidden to teach college preparation courses and were also required to teach the "White View" of history. This view glorified slavery and stressed the inferiority of the Black race. ( A Dream Deferred)



# Jim Crow

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- Violence was a staple in the Jim Crow Era. It was used to keep Blacks in place and instill fear of the White man, to dehumanize Black men, and to halt any resemblance of Blacks being equal.
- One of the groups that perpetrated this type of violence was the KKK whose purpose was to maintain white supremacy by any and all means necessary (lynching, burning homes, churches, businesses, and taking their property).



# Brown vs. The Board of Education in Topeka Kansas

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- **Eleven year old Linda Brown and twelve other Black students had been denied permission to attend a white school.**
- **Represented by Thurgood Marshall who later became a Supreme Court Justice, the family sued Topeka Kansas's Board of Education claiming that segregated schools were in violation of the fourteenth amendment.**
- **Chief Justice Warren read the unanimous decision of the court. The heart of the decision was contained in two sentences, "We concluded, unanimously, that in the field of education, the doctrine of separate but equal has no place. Separate educational facilities are inherently unequal." In 1955, in a case known as Brown II, the court issued a ruling that called for "all deliberate speed" in dismantling segregation throughout the country. The process of desegregation was slow. It was the end of Jim Crow era and Blacks were ready to be treated as full citizens.**

# Mary McCloud Bethune

## High School



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- First-twelfth grade
- Dr. Mary McCloud Bethune was an African American activist who became politically and socially active in the twentieth century.
- She devoted her life to working to improve education for Black children
- She built and opened the Daytona Educational and Industrial Training School for Negro Girls. In 1923, Bethune's school merged with Cookman Institute in Jacksonville Florida and became Bethune-Cookman College, a fully accredited liberal arts institute of higher learning. Throughout her life she was a strong and vocal voice speaking out on behalf of African American of all ages.
- Many schools at that time were named after famous Black activist. Our school was no different.



# Bethune

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- Walking to school
- Black Teachers
- Basketball, band, activities
- Closing of our beloved Bethune-pain
- We felt betrayed-*Pain*



# Chapman

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- Not welcomed
- *Dot, Drowning in a Sea of White (Poem)*
- First Football Game
- Dixie and Confederate Flag
- The confederate flag represents negative attitudes and treatments of Blacks in the south.
- The song Dixie wasn't meant to be serious-it was a minstrel song, performed in black face. White actors painted their faces black, mimicked Blacks and used offensive stereotypes of Blacks.
- In 1862, the south became known as Dixie. To many African American "Dixie" is a symbol of racism and slavery.
- In the civil right days, Blacks would sing, "We Shall Overcome" and Whites would counter with "Dixie" as a way of asserting White privilege and White Supremacy.



# Chapman

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- Being invisible-no representation on the cheerleading squad, student government, class beauties,etc.
- The Walkout-We decided to have a protest
- The plans were leaked so we were going to reschedule



# Taunting

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- The next day a group of White students met us at school with a confederate flag and taunting the Black students. A fight ensued and a group of the students left the school
- Nothing happened to the White students
- At the church we composed a list of demands, near the end of the day we returned and gave the list to the administration.
- It looked as if a riot would ensue, but we marched peacefully and were suspended for three days.



# Taunting

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- Our parents were not upset because we did it for a purpose
- When we returned, meetings were held and many demands were met.
- We co-existed-Black students did their thing and White students did the same thing-*The Mask*
- The only area in which we mingled was in sports



# Curriculum

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- European history was taught
- Many books continued to portray Blacks as insignificant to the development of this country.
- Our history was relegated to the box
- Black Literature was not taught
- It was as if Chapman felt we knew our history or did not care
- The publishers were not shy about highlighting slavery. The bad thing about when slavery was addressed, the teacher and students expected us to have a comment or know about it. *Why Does It Hurt So Bad*



# Senior Year

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- Could have graduated in three years-stayed an extra year to prepare for college
- Progress was disappearing-no cheerleaders
- Protested sports
- Meeting with athletic director
- Demands were put on paper
- Fighting for four years



# College

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- *Claflin University-Poem*
- The Break to revive my spirit and soul
- Didn't have to fight to belong
- Gave me a foundation for a terminal degree



# The More Things Change The More They Stay the Same

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- 33 years later, Black students at Chapman are experiencing similar problems
- There needs to be true commitment and if positive changes are to occur and institutionalized
- The trend at Chapman is happening nationally
- There appears to be a national trend that can be attributed the conservative agenda that currently exist with former closet racist leaving the closet and entering the light to write policies that support covert and overt racism that impact students of color.
- These issues must be addressed for real change to occur and the interests of all students to be addressed. *Read Poem—The More Things Change The More They Stay The Same*

# Strategies-Why Teach!Why Not



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- Hire more teachers of color
- Diversity should be infused throughout the curriculum and not just selected periods
- Be genuine in trying to teach diverse student populations
- Be an advocate for Students of Color
- Hear the students voices
- Utilize teachable moments to address stereotypes and discrimination
- Be fair and consistent



# Strategies-Why Teach!

## Why Not

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- Take risk and step outside of your comfort zone
- Confront discrimination
- Embrace the brilliance of students of color and see cultural differences as a positive not a deficit
- Build trust
- Become culturally literate
- Build a repertoire of instructional strategies
- Provide effective feedback
- Analyze instructional materials
- Establish positive home-school relations
- *Poem-A Season of Hope*



# The Box

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A box has four corners  
And enclosed at the top  
It can be full of faith, hope, love, joy and bliss  
Or  
It can be full of hate, rejection, fear and negative myths  
It can obtain tool of success  
That can take you a long way  
Or  
It can obtain instruments of oppression  
That will have a negative stay  
The box can be full of knowledge  
And have staying powers  
The box is like a person  
It can have a top and bottom  
It is full of possibilities  
What will you put in your box?

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