

I WRITE THE FUTURE!

A SPECIAL CALL TO WRITE FOR 2012-2013

THE ISSUE:

“Our schools have long been held up as our most important democratic institution, pathways to class mobility and generational progress. A public educational system that is fully integrated and treats minorities and whites equally is the antithesis of the larger society, which has been and remains profoundly segregated and unequal.”

Julian Bond from “We Must Persevere,” *Teaching Tolerance*

- ◆ Can you think of times, however, when education and schooling have been used to divide people into “us and them?” To determine who gets educated and who does not? To decide which people or groups are in one school and which people or groups are in another school? To decide who attends a “good” school and who does not?
- ◆ Are the times you think of in the past—part of your history studies or stories you’ve heard from family or community members? Or do these times still happen today? Are segregated, unequal schools the way things were or the way things still are?
- ◆ Can schools really still be segregated? Is your school segregated in some way by “unstated rules that isolate and unfairly affect certain groups?” How and why?
- ◆ How and why was education used as a weapon for intolerance? In what ways is that still true? Do racism and intolerance remain as problems in our schools?
- ◆ Can schools be “pathways to righting the wrongs of societal racism?” How and why?
- ◆ Can education be used instead as a tool for fighting against intolerance? How and why?
- ◆ Can your writing be used as a tool to propose and make change? How and why?

FOR YOUR WRITING, WRITE A PROBLEM SOLUTION ESSAY:

Name the problem of intolerance you see in your school or that is in schools you know about. What do your reading and research tell you may be historical or community-based reasons for the problem? What do your experiences and observations tell you are today’s reasons for the problem? Describe and analyze the reasons, causes, and effects for the problem you want to work to solve.

Propose a course of action that you think would address this problem and begin to make a difference. Explain how you would make your proposal happen and how it would work. Explain what would change and what the benefits would be for students and the school. Argue for your proposal as viable and important.

PLACES TO START:

- ◆ Do some informal, reflective writing in response to the questions above.
- ◆ Read the Read, Connect, Write, Act, Advocate quotes and do some informal, reflective writing about them. Use that writing to help you name the issues that are most interesting and important to you. This writing may also help you define those you agree or disagree with, which, in turn, may help you focus on a specific problem or course of action.
- ◆ Talk to teachers, family, and community members and collect their stories and community- or school-based reasons for the intolerance you see in your school or community.
- ◆ Explore the following resources and make sure to write notes in response to them.

FOR EXPLORATION & RESEARCH, CHECK OUT THE HISTORICAL RESOURCES & CONTEMPORARY ISSUES ON THE NEXT PAGE.

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A. 1930-1931—The first successful challenge to segregated schools in the nation was in Lemon Grove, California.

- ◆ The Lemon Grove Incident: San Diego History Center: <http://www.sandiegohistory.org/journal/86spring/lemongrove.htm>
- ◆ Historical images from Lemon Grove: <http://www.sandiegohistory.org/journal/86spring/lemongroveimages.htm>
- ◆ Lemon Grove Oral History Project: http://lemongrovehistoryproject.info/Lemon_Grove_Project/Home.html

B. Japanese Americans attended segregated schools before World War II and internment.

- ◆ Time of Remembrance: Interview Archives: <http://www.egusd.net/tor/archive.html>
- ◆ On the I Write the Future Forum: 2 PDFs of Mary Tsukamoto's story of her education in segregated schools in the Central Valley—*We the People* Chapters 4 and 23

C. *Mendez v. Westminster* was the first successful anti-segregation case in a U.S. Federal Court.

- ◆ Civil 4292, Mendez et. al. v. Westminster School District of Orange County et. al., 03/02/1945 - 07/18/1947
<http://research.archives.gov/description/294939>
- ◆ Landmark Mendez v. Westminster Case Receives Some National Media Attention
http://www.mexican-american.org/history/2011/mendez-vs-westminster/sylvia-mendez_presidential-medal-of-freedom_p3.html

D. The Little Rock 9 students were the first to attend segregated Central High School.

- ◆ Interview with Minniejean Brown Trickey, one of the Little Rock 9, on her experiences with being one of the first African American students to attend Central High School in Arkansas: <http://www.tolerance.org/magazine/number-32-fall-2007/school-year-changed-nation>
- ◆ On the I Write the Future Forum— PDF “Minniejean Brown Trickey Looks Back”
- ◆ Julian Bond reflecting on his discussions with Minniejean Brown Trickey and on the lessons from *Brown v. Board of Education*: <http://www.tolerance.org/magazine/number-32-fall-2007/we-must-persevere>
- ◆ Interview with Melba Pattillo Beals, another student of the Little Rock 9:
<http://www.scholastic.com/teachers/article/interview-melba-pattillo-beals>
- ◆ Podcasts/interviews with seven students of the Little Rock 9:
http://www.nytimes.com/interactive/2007/10/01/us/20071001_LITTLE ROCK_GRAPHIC.html
- ◆ NPR: *Segregation Showdown at Little Rock* (print stories and podcasts)
<http://www.npr.org/series/14158264/segregation-showdown-at-little-rock>

E. 1954—*Brown v. Education*

- ◆ Howard University's *Brown@50* website: “Where Have We Been, Where Are We Now, and Where Are We Going”
<http://www.brownat50.org/index.html>
- ◆ PBS Beyond Brown: *Pursuing the Promise* website (search through Community and Educator Resources)
<http://www.pbs.org/beyondbrown/index.html>
- ◆ UC San Diego's *Brown v. Board of Education* website: <http://sshl.ucsd.edu/brown/index.html>
- ◆ To see the historical timeline of segregation and segregated schools in California:
<http://sshl.ucsd.edu/brown/timeline.html>
- ◆ “1957: The Integration of Central High”
http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f090307_TP
- ◆ On the I Write the Future Forum: PDF of “The Little Rock Nine”

F. 1960—Ruby Bridges

When you were younger, you may have read the children's book that tells the story of Ruby, “the first black student to attend an all-white elementary school in the South” in 1960.

- ◆ Ruby's own website: <http://www.rubybridges.com/story.htm>
- ◆ On the I Write the Future Forum: PDF of “Inspiring Lessons From Ruby Bridges: A True American Heroine”

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G. Advocating for being included in the curriculum, in history and literature classes, for ethnic studies courses

- ◆ “Walkout: The True Story of the Historic 1968 Chicano Student Walkout in East L.A.”
http://www.democracynow.org/2006/3/29/walkout_the_true_story_of_the
- ◆ On the I Write the Future Forum: PDF of “Arizona Bans Mexican American Studies Program: It Was Never About What We Were Doing; It Was About Who We Are”

H. Segregation in schools today

- ◆ “Is Segregation Back in U.S. Schools?”—Special *New York Times* “Room for Debate” Blogs
- ◆ “Integrating Rich and Poor Matters Most” <http://www.nytimes.com/roomfordebate/2012/05/20/is-segregation-back-in-us-public-schools/integrating-rich-and-poor-matters-most>
- ◆ “True Integration is Difficult and Necessary”
<http://www.nytimes.com/roomfordebate/2012/05/20/is-segregation-back-in-us-public-schools/integration-is-more-difficult-and-more-necessary-than-ever>
- ◆ “Draw Out Diversity with Unique Offerings”
<http://www.nytimes.com/roomfordebate/2012/05/20/is-segregation-back-in-us-public-schools/draw-out-diversity-in-schools-with-unique-offerings>
- ◆ “Schools Are More Segregated Today Than During the Late 1960s”—*The Atlantic* blogs
<http://www.theatlantic.com/national/archive/2012/06/schools-are-more-segregated-today-than-during-the-late-1960s/258348/>
- ◆ Museum of Tolerance *Para Todos Los Ninos: For All The Children—Fighting Segregation in California*
<http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.7500303/>
- ◆ Reports from the Civil Rights Project at UCLA
E Pluribus...Separation: Deepening Double Segregation for More Students
<http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students/>
- ◆ *The Western States: Profound Diversity But Severe Segregation for Latino Students*
<http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/the-western-states-profound-diversity-but-severe-segregation-for-latino-students>

I. The “us and them” for religious reasons

- ◆ “Because I Had a Turban”—*Teaching Tolerance*
<http://www.tolerance.org/magazine/number-32-fall-2007/because-i-had-turban>
- ◆ “One Nation; Many Gods”—*Teaching Tolerance*
<http://www.tolerance.org/magazine/number-32-fall-2007/one-nation-many-gods>

SUBMISSION GUIDELINES:

Student winners will be selected to receive \$500 scholarship awards. Winning writings will be chosen for their connection to the goals of I Write the Future, significance of the problem addressed, viability of the proposed solution, thoughtful use of evidence and research, and readiness for publication. Writing will be featured in the 2012-2013 I Write the Future Anthology that will be showcased in late spring and in additional public forums. See the submission cover sheet for more information. **Deadline: March 18, 2013.**

- Submissions must be sent electronically and in hard copy by your teacher and must include the written piece, cover sheet, and signed permission slip. Incomplete information may invalidate your submission.
- Submissions should be typed in the Times New Roman font, in size 12, with one-inch margins all the way around. Submissions may be sent in any text format.
- Submissions must be sent in two parts:
An electronic version of the piece of writing, sent as an email attachment to the following email address: cwp@berkeley.edu. Please list “I Write the Future Submission Special Call” as the Subject Title.
Original copies of the writing submission, cover sheet, and permission slip sent to:
California Writing Project, University of California, 4625 Tolman Hall, Berkeley CA 94720-1670.

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2013 - OFFICIAL COVER SHEET FOR SUBMISSION

Your Name

Street Address

City

State

Zip

Home Phone Number

Email Address

Grade Level in School

Teacher's Name

Principal's Name

School Name

School Address

School Phone Number

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2013 - PERMISSION SLIP

I, _____, am submitting an original piece
Please Print Student's Name

of my writing titled, _____
Please Print the Title of the Writing

to the California Writing Project for the **I WRITE THE FUTURE!** campaign.

I understand that, unless I choose otherwise, my first name and first initial of my last name will accompany my published writing if published online and my full name if published in print. If CWP takes pictures of my class at work, pictures of me will not be placed next to my writing. I understand these policies are in accordance with federal laws.

Student's Name (*Please Print*)

Include Name - Yes or No

Student Signature

Date

Parent or Guardian Signature

Date

Teacher Signature

Date

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