

APPENDICES

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1. Community Economic Development Curriculum for Public High Schools and Charter Schools
2. Community Development curriculums for high school and junior high school youth.- Thirty curriculums that focus on community development for youth
3. The Canoe is Their Island- School to work program and curriculum for youth in Hawaii
4. The Community as a Classroom- Manual for Public School that teaches students about their environment.
5. The Co-operative Business Model- Module for secondary schools that teaches about Co-ops.
6. Banner for the Streets: Reclaiming Space and Designing Change with youth- article which discuss young people engaging in various activities (ie neighborhood walks, survey, clean-ups and exploring their communities.
7. Benjamin Banneker H.S. Internship Activities- Charts outlining Banneker students activities and work during the internship program which focused on CED.
8. Black Wall Street Article- outline of Black community in the early 1900's which flourished with various economic development activities
9. Eco-Ed Grows in Brooklyn- Article which focus environmental education for young people which can impact positively on the community.
10. Vocational Education Journal- Discuss the educational reform with technical training and the use of community development projects.
10. Weeksville- Brooklyn Hidden Treasure- article which discuss a historic African American community founded by James Weeks, in the heart of Bedford Stuyvesant, Brooklyn.

KENRICK L. SMALL JR.

**COMMUNITY ECONOMIC DEVELOPMENT CURRICULUM
FOR PUBLIC HIGH SCHOOLS AND CHARTER SCHOOLS**

SIX UNITS

The Community Economic Development Curriculum for High Schools

“Youth participating in the development of urban and rural communities utilizing Community Economic Development(CED) strategies” as a tool.

Abstract: The Community Economic Development(CED) curriculum for High Schools is intended to provide a framework that gives youth the skills and tools to function in a global economy. Youth have participated in Community Economic Development initiatives as part of a broader strategy within Community Development Corporations (CDC's), churches and various Community Based Organizations and community groups to revitalize neighborhoods throughout this country. Students in urban areas are also dropping out of High Schools at alarming rates. The (CED) curriculum will foster collaborations between school and local businesses, CDC, non-profits, churches, and practitioners in the field of CED to help give students a comprehensive learning experience utilizing classroom knowledge and engaging in practical hands on experiences.

“Education is the key for our young people to become future leaders of tomorrow. The Community Economic Development curriculum/internship program can enable our young people to become future practitioners and leaders to address the social condition impacting on our neighborhoods with classroom learning and practical experience in this field.”

The Community Economic Development (CED) curriculum will focus on several key concepts that will enable the students to have a better understanding of some of the strategies and tactics that have an impact on revitalizing neighborhoods in rural and urban areas utilizing existing resources and external ones.

***Unit 1- What is Community Economic Development?** This unit will introduce students to basic concepts and definitions of CED. Students will learn about the history of CED initiatives in their communities, what are some of the social and economic conditions impacting on their communities. This unit gives students a general background of what makes up a community (ie. schools, hospitals, parks, CBO's, CDC's, community boards, council's etc.)*

***Lesson 1- What is community development?** Students will engage in conversation and develop a working definition of community development. Students will give examples of community development in their neighborhoods.*

***Lesson 2- What is Community Economic Development ?** Students will examine and learn the working definition of CED and how it relates to their community and build a basis for what will be learned throughout the course.*

***Lesson 3- Describe your definition of a community.**(Students will make a community map listing resources, businesses and institutions that exist within their neighborhood, using Fort Greene/Canton Hill and Bedford Stuyvesant as a basis.*

***Lesson 4- What resources exist in your community?** Students will conduct an inventory of their community and examine what are some of the institution, community organizers, businesses, historical buildings and organizations that make up their communities. (Capacity Building)*

***Reading:** Oral History Project article,*

***Recommended Trips:** Student will visit the Bedford Stuyvesant Restoration Corporation and talk to the president of the institution and tour the facility and learn about the history of this CDC.*

Unit 2- Historical Examples of Community Economic Development- *This particular unit will help student learn about CED models in various parts of the country and famous African American communities. Students will discuss how some previous CED models can be applicable to today's social conditions and communities throughout this country. Students will learn about CED strategies through several case studies.*

Group exercises: Students will break up into project groups and learn about several communities and discuss their findings.

Lesson 1- *What was Black Wall Street? What CED strategies do you see within this community? Students will examine a black community in Tulsa Oklahoma, which flourished in the early 1900's with businesses, black owned restaurants, banks, hotels and epitomized CED and a model community.*

Lesson 2- *What was the Rosewood community? Students will examine this community which was engaged in CED activities and flourished in the early 1900's.*

Lesson 3- *What is Weeksville? Students will learn about this historic community and what impact it had during the early 1900's and who founded this community*

Lesson 4- *Historical Black Colleges and Universities, Why were they formed and for what purpose? What is their role in CED today?*

Students will conduct research on several communities that engaged in CED strategies and make a formal presentation.

Materials: *Video and Articles on Rosewood, Black Wall Street and Weeksville.*

Recommended Trip: *Students will visit Weeksville Historical Society and learn about this particular African American community in the early 1900's.*

Unit 3 - Community Economic Development (CED) Strategies - This unit will help students have a better understanding of some of the strategies that can improve a neighborhood from a community base perspective. This unit will expand on what the students have learned from previous lessons and exercises. (ie. Students will examine CED strategies such as Housing Development, Credit Unions, Entrepreneurship, Co-ops etc.)

Lesson 1- *What are some of the Primary Needs of All Community Residents.*

Students will discuss some of the issues that are impacting on the community (ie. poverty, homelessness, jobs, education etc.)

Lesson 2- *Students will look at various CED strategies to deal with social issues that are impacting on the communities in which they live.*

Assignments: *Students will obtain various data on the community in which they live from a community survey or report and discuss their findings.*

Lesson 3- *What is a Credit Union? Students will conduct research on credit unions, what are their purpose, and how are they structured and serve the community? (i.e. little access to capital, redlining, alternative financing)*

Lesson 4- *Entrepreneurship/Business Development- How can this strategy be used to help address jobs creation and improves communities. Students will discuss the importance of entrepreneurship and how they can start their own businesses.(ie. vendors)*

Lesson 5-Co-ops and ESOP's. *What is a co-op? Students will learn about cooperatives as a strategy in CED, co-ops as an alternative in business development. Students will learn about various Co-op Models (Mondragon Cooperative Movement, Park Slope Co-op)*

Enrichment Activities: *Students will conduct research on various forms of Co-ops utilizing the Internet, library etc.*

Trips: *Students will visit the old IBM building now called Advance Technological System which is currently employee owned.*

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**Unit 4- Community Revitalization and Economic Development-
(Alternative Strategies of CED)** *Students will examine the historical and physiological perspectives of CED and examine past and current trends relating to addressing community needs.*

Lesson-1 Students will examine the 19th century debate between Booker T. Washington and W.E.B Dubious.

Lesson-2 Students will break into groups and examine the Booker T. Washington model of economic development and W.E.B. Du Bios model and determine which strategy they prefer and why.

Lesson 3- The Marcus Garvey Movement- Students will examine and review the historical context of Marcus Garvey alternative model for economic development for African Americans in America and throughout the world.

Lesson 4- Current Models and Strategies of CED- Students will examine Enterprise Zones (EZ) and Empowerment Zones as alternatives strategies to community economic development and community revitalization. Does it work? Why or Why not?

Lesson 5- Case Study Metro-Tech- Students will examine Downtown Brooklyn Metro-Tech office complex business district. Does this example exemplify CED? Why or Why not?

Unit 5- Political and Governmental Influences of CED- This unit will help students have a better understanding of what the government can do to improve the communities they live. Students will learn the importance of local politics and their local elected officials.

Lesson 1- What are some of the governmental programs that were used to address poverty, housing, jobs and other social issues impacting on urban and rural communities?

Lesson 2- Who is the elected officials in your local community? (ie city council, assemblyman, congressman/women, senator) Students will research what electoral district they are in and who represents them.

Lesson 3- Community Boards and Block Associations- Students will discuss the importance of CB's and community groups to address various community infrastructure and recreational facilities (i.e. parks, community gardens, Housing, recreational facilities) How does a vacant lot become a garden? Students will learn the process of how resources and community projects are brought to the neighborhood.

Lesson 4- Government programs addressing Community Revitalization. Students will examine various strategies and programs (past and present) which the government developed to address poverty and social conditions impacting on urban and rural areas (ie. War on Poverty, Urban Renewal and Public Housing, Models Cities, Youth- In-Action) Students will examine what worked and what failed with some of these initiatives.

Assignments: Students will research various programs and initiatives, which addressed the social-economic conditions impacting on communities throughout the country, and develop strategies to address these issues effecting the community.

Unit 6- Community Organizing- The goal of this unit is to introduce students to the importance of civic participation and mobilizing all segment of the community to address issues that are impacting on a neighborhood. Students will learn various strategies and tactics that can be utilized to mobilize residents of a community to work together for a particular cause and purpose.

Lesson 1 - What is Community Organizing? Students will define and give several examples of community organizing.

Lesson 2- Students will Prepare a Power Analysis- Students will conduct a assessment of their communities and identify various businesses, organizations, churches, CBO's that address community development and areas were the community can be strengthened.

Lesson 3 - The Four Principles of Direct Action Organizing- Students will learn some of the tools and strategies community groups and organizations utilize to mobilize and address issues impacting on neighborhood.

Lesson 4 - The Civil Rights Movement (Students will examine the Civil Rights movement as a case study. Student will examine the role young people had in this movement to address social conditions and mobilizing citizens from all walks of life to work together to create positive change in communities throughout the country.

Lesson 5- People Power vs. Money Power- This lesson will examine the various forms of power and how it relates to CED. Who has power in their community? (Political power, economic, civic power etc) Student will develop a working definition of power and how it relates to the communities they live in.

Lesson 6- Dudley Street Neighborhood Initiative (DSNI)- Students will learn about DSNI organizing campaign to address social issues impacting on their community from (ie. illegal dumping, affordable housing, infrastructure development, vacant lots, and parks)

Materials: Students will examine and review videotape of a community organizing campaign by community groups.

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community development for junior high and high school youth:

a report on curriculum opportunities

"young people need development: the offerings of relationships, networks, challenges, opportunities to contribute--that motivates growth and change...academic and vocational competence are not enough..."

from the article, *Community Youth Development: Three Goals in Search of a Connection* by Karen J. Pittman, *New Designs for Youth Development*, Winter, 1996.

"...we cannot ameliorate [the African-American] condition simply by learning a trade which is the technique of a passing era. More vision and knowledge is needed than that."

W.E.B. DuBois to a graduation class, about 1906

Development brings freedom, provided it is development of people. But people cannot be developed; they can only develop themselves. For while it is possible for an outsider to build a person's house, an outsider cannot give the person pride and self-confidence in themselves as human beings. Those things people have to build in themselves by their own actions. They develop themselves by what they do; they develop themselves by making their own decisions, by increasing their own knowledge and ability and by their own full participation - as equals - in the life of community they live in People develop themselves by joining in free discussion of a new venture, and participating in subsequent decisions; they are not being developed if they are herded like animals into the new ventures. Development of people can, in fact, only be effected by the people." -

Julius K. Nyerere, Freedom and Development, Oxford University Press, 1973

Introduction

Curriculum about "community" reflect a number of different approaches. Only some reflect the multi-issue, social action orientation of community development. Some curricula limit community to merely "place" or location, focusing on architecture and the built environment. Others are based on a single issue such as recycling or unemployment.

What follows are 30 different curricula that reflect all of these approaches to community studies. In addition, this report contains information on the Geographic Information Systems (GIS). At present GIS forms the basis of two computer-based games also included in this report, SIM City and SIM Earth. They introduce young people to some of the principles of urban planning, sustainability and to environmental issues.

Some of the curricula included in this report represent a potpourri of various community-centered projects and issues while others deal with more specific neighborhood inquiries. A third group focus on community through problem-solving in a specific discipline. While in still another group, community is explored as students create their ideal city which forms the basis for looking at the larger issues of political power and governance.

Each curriculum has its own strengths and weaknesses but all can be used to begin student investigations into the neighborhood. This includes the current issues that

communities face and their relationships to larger questions of the city, the region and the world. Some of these curricula will be more readily useful because they contain action-oriented projects such as redesigning vacant space or cleaning up a public park. These projects get students out of the classroom and into the community for learning. While these projects are clearly outlined in some, to use others effectively, similar projects and activities will have to be designed.

But curricula that do not reflect this social action orientation, can be supplemented in many ways. Walking tours, surveys, public presentations of all kinds and other activities will help students develop a "dialogue" with the community and identify its issues. Activities such as these and projects also help students see the connections between their studies and the neighborhood. Their academic skills and knowledge for instance, of history, of math principles, of languages, for example, can be very useful to students involved in community work.

Community development curricula can also be supported through web searches to study new areas of interest or enhance what students are learning--and this includes the use of computerized tools and games.

But in addition, articles on current and local events, visits to and from community developers of all kinds, architects, urban planners, and other professionals give students experience in gathering and interpreting

community information. Similarly, by using community sources, we gain useful information for student inquiries and curriculum. Parents, storekeepers and residents, community boards, and political officials, or city agencies, local libraries, universities and colleges, and of course, teachers should be included in the list of local resources. These curricula represent opportunities to try different approaches and activities and will help teachers to clarify individual, classroom, departmental, grade level and school-wide curricular needs and goals.

what this guide does

One purpose of this guide is to assist teachers in identifying and selecting curriculum. Another goal is to familiarize readers with the fundamental content of curriculum in community development, planning, architecture and the built environment. As a result, what follows is a detailed explanation and description of the curriculum contained in the accompanying notebooks, binders and books. This guide also suggests how each can be used.

evaluation

To facilitate using these materials, each curricula has been evaluated for both content, quality and age-appropriateness. As a result, all have been assigned a grade level and a major focus. This is important because, in many cases, the curriculum was written for grades other than 7-12 so content will still have to be made age-appropriate to be used effectively.

Nevertheless, each curriculum represents a valuable model and will allow teachers to first gain experience and knowledge about teaching community development. Since using the curriculum for the first time, instructors will be learners as well as teachers in this process, the simplified content of many of the curricula make it easier to understand and to teach. In this state, curricula can be easily modified or enhanced to suit your own goals of community development education. It will also help in the eventual design new curriculum. In almost every case, however, the curriculum is still very exciting and teachers will find it difficult not to identify one that fits the specific circumstances of each classroom.

The organization and content of the report is intended to provide teachers at all grade levels with choices of curricula to use and helpful guidelines to support instruction and student learning.

what other information do these descriptions contain?

To facilitate connecting curricula to the core disciplines such as math or science the descriptions also suggest some natural interdisciplinary relationships. As a result, curricula is classified into three general areas for community development education; the physical (built) environment, the natural environment and the social environment. Within this context, connections with the core disciplines have been suggested as follows:

**the Built environment
(architecture)**

math, and technology, and some science.

**the Social environment
(urban planning)**

social studies and English, art, music, and physical education.

the Natural environment
science and math.

Although the above designations will help teachers recognize which curriculum can best be utilized in their classroom, and support core student learning, these are only generalizations as most curriculum includes multiple connections with core disciplines and community issues. Of course, art and music can be used to support any area of community development education and do not have to be confined solely to exploring issues in the social environment. To study street life through art, music or graffiti, or, for that matter, pedestrian behavior or urban transportation, or ecology requires more than one discipline focus and offers special opportunities for students to utilize their academic skills while at the same time learn others. Students will also gain other knowledge and be involved in positive actions that provide service and support for community needs. Under these circumstances, it is easy to see why community development requires a multi-disciplined focus. This is also why the curricula collected here includes not only community development curricula but also urban planning, environmental, science, tech-

nology and architecture. But this diversity has an added advantage—it can contribute much to enthusiasm, participation and interest by students by also providing a variety of choices.

using this guide

All thirty curricula are described in detail in this guide. Each one is introduced by name, origin and grade level in a boldface heading. This is followed by the curriculum focus (or environment) indicated by the small letters that follow the title, author and grade levels (**b/n/s**). These abbreviations stand for the built, natural and social environment. Curriculum under separate cover such as books or binders are also indicated in the heading. To further help identify curriculum, the small summaries found in the curriculum chart that precedes this report can also be found boxed at the end of each subsection to improve readability. For example:

4. Walk Around the Block, The Center for Understanding the Built Environment, 7-9

A full year state of the art curriculum in architecture education for elementary school students. A comprehensive set of activities that cover all areas; the built, natural and...

curriculum origins: about the search

Briefly, the search for curriculum was conducted over a two-year period in which a wide range of inquiries and contacts were made. This is characteristic of a curriculum search in any new field, but it also reflects how

broadly community development is practiced and also defined. In general, community development remains the subject of continuous interpretation and redefinition.

With this in mind, the request for information also included a broad definition of community development curriculum. The request included all curricula that involved community or community development. Contacted were a diverse group of organizations, agencies and individuals such as museums, community development corporations (CDC's), city- and state-wide planning agencies, education, youth and neighborhood organizations, as well as federal departments.

In addition, a number of personal interviews were conducted with experts in both the fields of planning, community development, architecture, environmentalism and education.

Although an attempt was made to follow up on every lead, among the responses to this general inquiry were some that were particularly helpful. Outstanding among the discussions that took place were those with faculty of two of the HBCU's (the historically Black colleges and universities), several urban planners, museum educators and an environmentalist who works internationally with youth in schools and in

communities. His most recent book is listed in the bibliography that follows this report. In addition, several teachers and curriculum developers were especially helpful.

It is hoped that this guide will prove useful to teachers, and administrators who wish to begin implementing community development education programs in their schools. Research, however, needs to be ongoing as we continue to find the best ways to teach, and implement community development education.

At the end of this guide is an annotated bibliography, a list of selected websites and other resources, reproducible maps of Fort Greene and the five boros, and a brief community profile from the local Community Board (District 2) to help you get started. It is also hoped that using the curriculum will be personally rewarding and that teachers and students alike will have fun while learning about and participating in community development.

Finally, because I have come to admire Benjamin Banneker, the free African whose skill and intelligence as a community developer as well as urban planner, clockmaker, astrologer, and who, in doing so, defied the popular wisdom of the American founding fathers, liberty has been taken to quote him here:

Presumption should never make us neglect that which appears easy to us, nor despair make us lose courage at the sight of difficulties.

Benjamin Banneker was appointed to a three-man team of surveyors named by President George Washington to design the federal City of Washington, D.C. (1731-1806).

Curriculum

1. The Community as Classroom, (Historic Districts Council), 7/8, b/n/s,

CAC contains lessons in all three areas of community development: the built, social and natural environments. Although the lessons need to be made age-appropriate to use in intermediary and secondary school (all came from elementary schools), all the ingredients are there to make this process easy. Its simple but eclectic nature makes it fun and an excellent introductory (survey) curriculum because students are exposed to the many ways of interpreting and studying community. The projects are easy, really exciting and include, for example, how to make a "community" quilt, and a streetscape. Also contains a bibliography and a glossary of important terms to help build an appropriate vocabulary

A collection of introductory curricula to community studies designed for the elementary school, K-6, but with additional challenging approaches, it can be used for the 7-9th grades. CAC includes architecture and the built environment, history, landmarks, mapping, design; and even building a scale model of local houses and streets. Exciting, easy to do projects.

2. Citizenship in New York City, Board of Education, 1982, 7-8 b/n/s

A good start for curriculum about community services and issues. This curriculum reflects the trend in the 80's toward "value/moral" education which has since returned.

Chapters 4, 5 and 6 will be especially useful and there are a number of good strategies and motivations that can be adapted to other curriculum

Teachers who use the curriculum, however, need to be cautious because of its insensitivity to issues that impact urban and poor youth of color and its failure to look at three urgent questions in the community; the causes of poverty, racism and police brutality.

Good civics lessons that are community oriented. They challenge the student's ideas and behaviors towards public health and safety, municipal services and some community conditions. Lessons also provide opportunities for more ongoing discussions of community.

3. about Benjamin Banneker: "From Stars to City Planning," "The Capital Plan: Relative Error and Percent Error," and "Benjamin Banneker," (Smithsonian Institution), 7-9, b/n/s

Here are several lessons from two different sources that explore Banneker's work as an astronomer, city planner, peace and anti-slavery activist. The first two explore his scientific and mathematical contributions (astronomical calculations, the importance of error in mathematics and its use in city planning). The third is a book of several activities which are also math, science-oriented, but include his letter to Thomas Jefferson. Based on Banneker's work as surveyor, astronomer, clock- and almanac-maker, the brochure is the result of a recent

exhibit at the Cochran Museum in Washington, D.C.

This collection of individual lessons can be used alone or to build a fuller curriculum around urban planning.

Three lesson plans devoted to Benjamin Banneker's contributions. Appropriate for a series exploring the multiple talents of Banneker or as an introduction to planning and community development. Also interdisciplinary; supporting math, science, technology and history.

4. Orienteering (the art of navigating with a map), U.S. Orienteering Federation, GA., 7-9, b/n

It is interesting to note that orienteering is considered a sport. Navigating or mapreading, has the potential to be an excellent teaching tool. Besides reading maps and learning direction, students become environmentally aware, gradually learn to make maps and read them with ease. Among its other assets, students will learn how to choose and "relocate" routes, use a compass, and simplify and solve navigational problems (see the introductory material which includes a typical orienteering map).

In addition, orienteering is an interdisciplinary skill which highly supports learning in math (scale, location, pattern, plan), critical thinking, decision-making, and writing (describing routes and directions), science (temperature, environment) as well as social studies, geography and other disciplines. The curriculum is easy to read and includes good instructions for games and activities.

A good semester-long, active learning curriculum. 20 different activities, 3 units, which are increasingly challenging. Emphasizes navigating skills (direction, etc.) but is also interdisciplinary.

5. Walk Around the Block, The Center for Understanding the Built Environment, (C.U.B.E.), 7-9, b/n/s

Useful for one term or one year of teaching, this is the outstanding architecture-based curriculum. It contains excellent lessons that start with architecture and move through various means of looking at cities; their social makeup and physical structures, government, the natural environment and the idea of neighborhood through tours and surveys. This curriculum also includes topics in social planning and civic responsibility. Originally designed for K-6, each lesson, however, can be enhanced to be relevant to 7th through 9th grade. Students will have an excellent foundation for further study. (see Boston Latin Rindge curriculum, #19.)

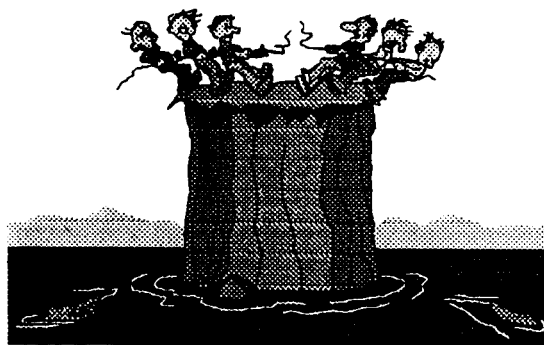
A full year state of the art curriculum in architecture education for elementary school students. A comprehensive set of activities that cover all areas; the built, natural and social environments for a look at community development.

6. Box City, the Center for Understanding the Built Environment (CUBE), 7-9, b/s

A fine curriculum that takes you through the process of building the physical "box" city including laying out streets, planning buildings, services and making decisions about governing. Students get an opportunity to view cities as a broad concept; seeing them in both their historical and contemporary con-

for elementary students, the concepts are very sophisticated and neither format nor activities are too elementary for 7-8th graders or high school students. The discussion of Washington, D.C.'s physical street layout offers a special opportunity to discuss Benjamin Banneker's contribution to community development (history), planning and architecture. This curriculum also supports the growth of a community development curriculum program from grade 7 through 12, including service learning, intern- and apprenticeships.

A semester or year-long curriculum that emphasizes how cities evolve. Includes architecture, planning and governance. The lessons are well-planned and objectives clear. It takes students from examination of the built environment to the more complicated issues of governance. This is the companion to "Walk Around the Block".



What is Community? At one time a community was defined largely by "place" where people with a common history and goals lived and worked together. Today technology has changed that and "communities of interest" exist beyond time or space. All communities are made up of people who have a common interest, or goals

In geographical (physical) communities) or neighborhoods people share not only a common space but common goals and interests about their living environment. No matter how "different" they appear on the outside, they all want to improve the quality of life for individuals and families in

the "neighborhood." Today communities that exist in the inner-cities, are challenged by a number of issues such as improving the infrastructure, education and employment opportunities as well as stemming the tide of disinvestment and reestablishing links with the business and the financial centers of cities and regions. This will help to create jobs, get needed technology and improve educational opportunities.

7. Discover the Built Environment, Bklyn Center for the Urban Built Environment, (BCUE) 7-9, b/s

A two-page guide which explains the many uses of the neighborhood walk. In this short unit, the neighborhood walk is clearly outlined with accompanying information and guides to architecture, the social and natural environments. The ideas are rich enough for a full semester and it can be an excellent introduction to other courses, but daily lesson plans will have to be written. BCUE is a group with lots of experience integrating neighborhood studies and environmental education into local school curricula.

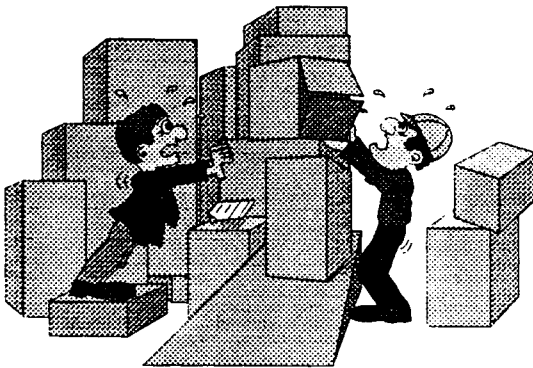
1 unit outline to neighborhood walks and surveys. Makes a good introduction to larger units. Lessons will have to be written. Too short for one semester but can easily be supplemented.

8. Banneker CD Workshop, year 1, Pratt Center for Economic and Environmental Development, (Rex Curry) 7-9, b/s

This curriculum (30 hours) was designed and used as an introductory curriculum with great success. Students experienced team-building in exploring the meaning of home, neighborhood and community. They also learned about land use and design and utilized a neighborhood survey as an introduction to com-

munity development, architecture (model-making) and community planning. Lends itself to expansion and can be easily extended with other topics. Designed for 7-9th grade but easily adaptable to older groups. Includes math-related activities such as using scale. Lessons are well planned and original.

A short curriculum designed originally for six weeks that focuses on defining neighborhood, community and city through various activities and community investigations. The curriculum introduces students to the built environment and land use as well as planning.



Development is a process that builds on the existing strengths of a community and adds value to its human, social and economic resources. Development recognizes that the power of a community rests with the people taking responsibility to make change. Within that context development means devising ways, developing a strategy or plan for the building up, use, acquisition or preservation of community resources.

9. Community as Text, D. Murphy, 7-9, b/s

This is more of a guide to doing community research and lessons are only outlined. The curriculum emphasizes writing, oral history and doing community research. It also includes economic development

through a sensitive discussion of the underground economy. Lessons need to be written but the activities are clearly outlined to complete a full semester's work.

A sensitive treatment of community in a concise six week to full term curriculum. Emphasizes writing, research, and oral history, which are outlined. Looks at economic development creatively through the underground economy. Specific lessons, however, will have to be developed.

10. City Detective: American Planning Association, (3 documents) 7-9 b/s

Students experience some of the tools and issues in urban planning and community development in three short units entitled: "How Many Parks are Needed?," "Who Designed My Town?," and "What is Planning?" The last unit explores planning as a career, utilizing the game SIM CITY to simulate the role of a town planner. It is recommended that "What is planning?" be used as the concluding unit if all three are used together. Additional activities and trips can supplement each unit. Students learn about block and lot maps, original neighborhood plans called plats and city zoning laws, but specific lessons need to be written.

Overall students experience data gathering, conducting surveys and using local resources for investigating community.

3 different curriculum outlines exploring the use of local parks, the organization of local streets and planning as a profession. The units represent a six-week to semester's activities. Specific lessons need to be written.

11. "H2O Below," the Illinois Groundwater Project, 7-9 n/s

This curriculum is part of a larger project involving both junior and senior high school students in studying the local water resources in Illinois and has gained prominence as an outstanding example of science studies that involve community.

The lessons can be used with or in place of earth science, or biology, or alone as a supplementary elective. Students are introduced through a cooperative learning to such issues as sustainability, pollution and environmentalism. Supporting activities include a newsletter, an annual conference (in March) where students share their findings and make scientific and historical presentations about their communities.

Recommended as a one year curriculum investigating drinking and ground water and neighborhood history.



Community Development (C.D.) often starts with a vision of community around which people can be mobilized. This vision begins with a realistic evaluation of the community; it's assets and deficits, so that people can plan for change. Community Development represents the steps and actions communities take to gain ownership over the process of and participation in improving the quality of life. This often means local control of resources and greater decision-making powers. The result of the community development process is empowerment for

both the individuals and communities involved in the process.

12. and 13. computer-based SIM CITY and SIM EARTH, (computer games), 7-9 b/n/s

These two computer simulation programs are very useful when studying c.d., environmental and planning (urban vs. nonurban) issues such as sustainability, the impact of pollution, overpopulation and poverty. They help students understand the social consequences of governmental and individual actions on the environment. They have many applications and can be used, for instance, to introduce projection studies in math or social studies or as an introductory course on planning. (See administrators for a copy of these programs)

These two computer programs can be used with other curriculum in any area as an enhancement or alone as a simulation of real environmental and social issues such as overpopulation, pollution and poverty.

14. Paper Bridges: An Illustrated Teacher's Manual, The Salvatori Educational Center on the Built Environment, City College, 7-9, b/n/s

This curriculum focuses on both the physical construction of bridges and their social meanings. Students get a good education in the science and math of bridge construction and there are lots of interdisciplinary connections that can be made. Thirteen different activities, mostly hands-on, suggest that this would be a good semester-long exploration. They can easily be extended with a math focus, a study the role of bridges in U.S. expansionism or geography and the regions they cre-

ated and now connect. The Brooklyn Bridge is an excellent model for all of these investigations.

Additional bridge building literature and materials to create literary connections and other extensions are available from the Salvadori center.

A semester long curriculum that deals strictly with bridge construction; the physics and mathematics of keeping bridges up. It is a fun curriculum because students get to construct the different bridge types and learn about the science/math principles involved. An excellent, but brief bibliography included.

15. web-based - Recycle City, Dumptown Game, Envir. Protection Agency (EPA), 7-9 b/n/s (<http://www.epa.gov/recyclecity/mainmap.htm>)

This is part of the website of the EPA around which an entire semester's work can be organized. Teachers can use this site as part of a neighborhood investigation or as a resource for environmental studies including an elective in this area. This site offers young people several opportunities to get information on environmental issues; pollution, water resources, waste cleanup etc., so it is excellent for research.

The **Dumptown game** is part of Recycle City, and is a fun way to learn about waste and pollution. You can assume the role of a city manager or Mayor, create a plan and develop a budget for fighting pollution with a choice of several programs (the cost is calculated right on the computer).

This website also includes teacher and student resources, other activi-

ties and excellent links to other pages for youth and educators. **The site also has a link to a zip code-generated search engine to help you find local information and create maps about the specific environmental challenges of any neighborhood.** (see the Guide to Other Resources page at end of report.)

A website that includes a recycling education game called "Dumptown USA" in which students learn about the value of recycling, planning a budget and the economic and social benefits of recycling. Students can assume the role of city leadership and explore the types of recycling, associated costs and benefits. Informative and fun.

16. Architecture and Design: A collection of activities, 7-10, b

Here is a collection of activities from various sources including neighborhood walks and designing a neighborhood zoo. Another activity, building an international condominium out of shoeboxes is a great project for Global Studies students with plenty of math, science and technology applications.

17. Community As a Learning Resource, Mullahey (Hawaii), American Planning Association, 7-10, b/n/s

An excellent and well-balanced community development curriculum designed for one semester or one year. Demonstrates how community development utilizes the design professions (architecture and urban design) and planning to explore the social, economic and historical issues of neighborhood development. Deals with two current and challenging issues confronting many urban

and minority communities; toxic waste and the overrepresentation of social services (the Not In My Backyard [NIMBY] syndrome). This curriculum is another great example of the scope of community development and is also an excellent model for developing lessons about the local area. Great guides for surveying housing, interviewing community residents, walking tours, and public hearings. Culminates in a final planning project designing community space which is clearly presented. Planning, architecture and the design professions are specifically defined and integrated into the curriculum. A model of community development education. Highly instructive.

This is a well-balanced community development curriculum for one semester or one year, covering all three foci. Comprehensive treatment of each topic. Culminates in a community design project.

18. Apartheid is Wrong? A Curriculum for Young People (binder) - Paula Rogovin Bower, Educators Against Racism and Apartheid, 7-12, b/s

A very comprehensive treatment of apartheid; its origins and effect on the children of South Africa. Organized around general topics: the role of newspapers, of history and economics, to name a few, for a full semester's activity. This curriculum approaches several relevant community development questions such as education and youth development, and the economics of racism. It is clearly illustrated and arranged so that it is a very effective model for developing curriculum.

Although apartheid has ended, it includes a useful though dated bibliography and resource list to help teachers and students conduct further inquiry. Could be an excellent elective or social studies or economics course or be based in a particular discipline such as math or art, dramatics, or even foreign language.

A useful one semester model of what can be done with challenging issues in community development such as crime, police brutality, and the economics of the racism and the inner-city.



Community Development practitioners are both professionals (Urban Planners) and non-professional community activists such as parents involved in school reform or neighbors in tenants organizations. Community Development practice views the community wholistically and seeks to solve community problems through a series of solutions involving the built, natural and social environments.

19. Architecture in Education, (book), Foundation for Architecture, Phila. 7-12, b/s

Teachers will have plenty of information to design lesson plans from this book of ideas and guides about architecture, the built environment and the structure and makeup of cities. Divided into sections examining architectural basics such as shape, size, and the city as both an architectural and social experience.

Can be followed easily, and includes plenty of guides to the vocabulary and elements of architecture. Provides the student with real knowledge about architecture and its practical applications in the urban environment.

1 or 2 semesters of great activities (no lesson plans) in all aspects of the built environment and architecture; style, design, materials, structures, including home and its interior and exterior design, streets, neighborhoods and cities. All are interdisciplinary and can be easily integrated into the core disciplines.

20. Why Design? (book) Nat'l Building Museum, Smithsonian, Washington, D.C., 8-12, b/n/s

This unique curriculum looks at design in a very comprehensive way, showing students how "natural" a phenomenon it is. Explores design as an everyday experience; an "inner"-disciplinary and interdisciplinary process that draws upon the student's own experiences. Includes lessons that are connected to every discipline and to architecture, planning and community development that can be easily integrated into the academic areas. Valuable as a stand-alone curriculum which makes it appropriate for an elective. Contains a detailed content guide for lesson planning.

An exciting collection of at least 60 discrete lessons, enough for a full year and all about design in every environment. Also includes some activities that challenge students to see how design principles can help them in their own lives.

21. City Works (Boston Latin Rindge School for Technical Arts [LRSTA]), 8-9, b/s

This is the foundation course in the outstanding curriculum model called City Building. In City Building students are involved in hands-on projects, and develop social, technical as well as the academic skills and experience community development. The service learning component helps students explore their future professions. This technical experience culminates in apprenticeships at the 12th grade level and students graduate with on-the-job-training experience.

City Works is the foundation 9th grade course that all students at RSTA are required to take. In the year-long program, students learn both technical and academic skills, alongside communications and teamwork. These are the type of skills required by employers and are a preparation for the rigorous four-year program that follows.

The curriculum also involves character-building activities including establishing good work habits, building relationships; designing workspaces and taking care of tools, in preparation for the four years of vocational/academic training and community development.

Curriculum is divided into five modules, one of which is community development. City Works exposes students to the project-orientation of the school, and students learn how to develop portfolios, and use their academic skills to fulfill hands-on activities. Supports advanced coursework in community development, architecture, planning, tech-

nology, vocational and service learning

sues. Excellent for community project development.

about City Building

Boston Latin Rindge School has over the years had great success with its academic and technical training; graduating an impressive number of young people that go on to college, including those that have chosen technical rather than academic fields. In the four years (from grades 9 through 12) students are first introduced to community with the "Walk Around the Block"-inspired curriculum (City Works), then they choose technical "pathways" in grade 10 from which they graduate in four years with a rigorous program of interdisciplinary course work, technical skills, community service (including internships and apprenticeships) and portfolios. Students who graduate are prepared for both the world of work and the university and their technical experience is often beyond entry-level making them eligible to enter many apprenticeship programs. This process could begin in the 8th grade and by graduation students can have experienced a five-year program of community and academic/ technical skill development. See curriculum #5, Walk Around The Block.

This is the outstanding one-year introductory community development curriculum based on hands-on projects that form the first year at the Boston community/academic and technical skill-based school. Boston Latin Rindge School for the Technical Arts (BLRSTA) combines technical and academic training in a successful High School model. This introduction to community and technical studies incorporates character-building activities, with real opportunity for a discussion of student and community is-

Project Row Houses is a public art project involving artists in issues of neighborhood revitalization, historic preservation, community service and youth education located in Houston's Third Ward. The shotgun houses shown on the page above are based on traditional African architecture that is still prevalent in African-American and Caribbean communities. Many buildings are now registered as landmarks and are being "adapted for reuse," a good c.d. project.

22. The Study of a Neighborhood--Past, Present and Future. City Planning and Architecture in My Neighborhood, The Learning Through An Expanded Arts Program [L.E.A.P.], City College of New York, 9-10, b/n/s

A simple guide to a semester long investigation of community--covering all aspects of community development. There are no lessons, but there is an outline of content, concepts and skills which focus attention on people and power as well as architecture and history. Students will plan a town meeting, talk about the future, examine children's street games and study city poetry to find meaning about city and neighborhood.

A comprehensive guide to community development and urban planning including such topics as land use, demographics, people and power, architecture, history and

the future. Includes how to plan a town meeting. Daily plans will have to be created.

23. Community Planning: an Interdisciplinary Resource Unit (in progress), El Puente Academy for Peace and Justice, 9-10 n/s

This is an outline for a community development curriculum around the theme of community wellness. Focuses on mapping the environment with the help of the Geographic Information System (GIS). Three scientific experiments are conducted; measuring carbon monoxide levels, particulates and ozone in the community and form the basis of the study. Students will use a survey to gather data, assess "wellness" and advocate on behalf of the community. Includes activities in using the computerized Geographic Information System (GIS) which gathers vast amounts of information on the physical environment manipulable for analysis. Although this outline is somewhat brief it contains an excellent discussion of how advanced technology can support community development. Includes four activity guides but they are very sketchy. so each lesson will have to be filled out. See page 20 for a fuller explanation of GIS.

1 unit plan that uses the Geographic Information System (GIS) a computerized multi-leveled data-collecting system to conduct a survey on community wellness including four scientific studies. Includes 3 activity guides that are somewhat sketchy

24. What Is History? (South Africa, 1987), 9-12, b/s,

This is an excellent source book with some lessons directly applicable to community development (see Activity 1, 6, 12, 14 to name a few). They show what role history can play in creating a profile, case study and strategic plan for a community. The resources are a little outdated but you can see how this book contributed to the overall struggle against apartheid with applications for communities in the United States.

No lessons per se, but an excellent model for community development curriculum and lessons about racism which are often difficult to create. Scholarly treatment of the social impact of apartheid, the economics of racism and South African history.



What is Community Development Education?

There is no official definition of Community Development Education (CDE) but one can distinguish between curricula that uses the community simply as a setting and the active involvement in the process of change that CDE promotes. CDE offers students an opportunity to act and in doing so, they can help to change their own environments. It is this inclusion of healthy social action through projects and activities that engages students in a qualitative way with community—whether it be the school community or the local neighborhood.

Through Community Development Education students become active participants in the process of change and as a result, develop leadership and the "life" skills necessary to survive within their own communities or environments and in preparation for useful adult life. In this way CDE promotes the seamless support between home and

school that young people need to grow and to learn.

Among the goals of CDE is the desire to improve the lives of children in the urban environment through involvement and eventual articulation by the child of his/her needs and desires. Such issues as safety, housing, and recreation and how their families will survive preoccupy children. Using the community as a place for critical learning, inquiry and cooperative action helps promote children's free expression which facilitates learning and eventually empowerment.

25. A City of Neighborhoods: Fort Greene (book), the Cooper-Hewitt Museum, Smithsonian Institute, 11-12, b/n/s

This is a rich resource book and a good starting point for community investigations into the built environment, land use and neighborhood history. Fourteen different areas are explored. Old photographs, news accounts, maps and artwork invite deeper investigations into such areas as education, the environment and social planning. Design is also integrated into the curriculum. A number of important landmarks related to African American history also offer an opportunity to expand the curriculum in this area. There is also a model for devising a curriculum around the waterfront and many how-to's to obtain city records, census information, etc.

The curriculum outline also includes directions for how to prepare a final social action project--a planning presentation to the community board with maps and a model design for the use of vacant land. A bibliography and several guides are included to help in the search of local rec-

ords, finding historically- and architecturally-significant local sites.

14 different topics of study in outline form, plus two lesson guides--more than enough information for one semester. Emphasis is on architecture but the other areas of community development are well-represented. There is also a model for devising curriculum around the waterfront and many how-to's to obtain and use city records, census information, etc.



Community Development Corporations (CDC's) work to answer the need of communities for all forms of resources and services in their neighborhoods. They coordinate, obtain and determine the use of the community's financial, physical and other resources. CDC's have been founded by tenant organizations, neighborhood associations, school stakeholders and churches to name a few. They have initiated housing organizations, credit unions, built day-care, shopping centers, art, cultural, and educational as well as job and training organizations. They often interface with institutions that serve local communities such as banks, hospitals, and businesses. The Bedford-Stuyvesant Restoration Corporation is one of the oldest CDC's in the nation. It is one of the first generation of urban CDC's, formed in response to the War on Poverty, the Civil Rights Movement and reactions the negative effects of urban renewal. On average, 44% of board members of CDC's are neighborhood residents or clients. A new generation of CDC's, formed most recently serve not only communities but churches, and schools. Despite this composition, CDC's today remain in the formative stage-- they share many characteristics of small organizations and serve generally less affluent neighborhoods. (from report, "Rebuilding Communities: A National Study of Urban Community Development Corporations")

26. Making the Rules: A Public Achievement Guidebook, 10-12, s

This is a guidebook that helps young people navigate the confusing concept of "power;" what it means and how to get it. An excellent guide to developing youth-oriented commu-

nity action and activities. Contains lesson topics, resources and specific activities to help young people understand the role that youth action can play in building communities. Includes an excellent bibliography of additional resources. Written by a youth-oriented national organization.

"a 93-page practical guidebook for youth teams that wish to make changes in their communities."—Civic Practices Network.

27. Architecture and Engineering: An Illustrated Teacher's Manual on Why Buildings Stand Up, Mario Saldori and Michael Tempel, 11-12, b/n

This book contains guidelines for using the award-winning book, "Why Buildings Stand Up". It gives you a complete history and breakdown of the process of constructing buildings. At present this guide is out of print, but selected chapters have been reprinted here. Provides excellent descriptions of the physical as well as aesthetic qualities of buildings, and the meaning and purpose of architecture. A serious curriculum for students who wish to take an advanced course in architecture.

There is enough information here to support a full year's activities in the physics, mathematics and the aesthetics of constructing buildings of all kinds. These lessons are some of the most successful in built environment education and contain numerous links to social studies, science and English to name a few.

28. Education for Development: A Teacher's Resource for Global Learning, Susan Fountain, 9-12, b/n/s

This books gives a clear definition of international development. Most of

the activities, and concepts are varied, interesting and well-defined. focusing on poverty, hunger, sustainability, environmentalism and social justice. Students can conduct many of the activities on their own and in their own communities and the creative exercises help students tackle these complicated concepts.

Students will have a real opportunity to understand what community development means in Africa, Latin America and Asia and compare to similar issues in their own communities. Many interdisciplinary connections with core studies can be made.

A semester-long series of activities around poverty, hunger help students understand sustainability, environmental racism and social justice.

29. "There Are Not Enough Jobs To Go Around," The Labor Institute, NYC, 11-12, s

This is a small unit of six excellent lessons on unemployment and its causes. Students will be exposed to a number of useful concepts such as the official definition of poverty, median and per capita income, the importance of education to job security, downsizing, lay-offs and re-training.

An excellent substitute for the 12th grade economics course, or as an introduction to a larger exploration of community economic development.

The only curriculum that explores the causes of unemployment. Gives students a good grounding in some of the factors at work in joblessness and future economic prospects.

30. A Guide to Neighborhood Planning, (book) American Planning Association, 11-12, s

An excellent guide to neighborhood planning, but is so full of information, can be used as a textbook for a full semester's course. Each chapter explores another step in the neighborhood planning process and students will learn how to take responsibility, initiate community action and speak to city, state representatives and elected officials.

For anyone wishing to organize a community project, or get the planning process going, this is an excellent guide. Clearly written.

31. A Changing American Cityscape, R.Tschamer and R. Fleming, The Townscape Institute, 11-12, b/n/s

Here is an unusual set of seven posters that trace the development of a typical urban downtown area from 1875 to 1990. Accompanied by a detailed narrative, the posters allow students to see the changes that take place in the built environment and to discuss the social and other issues that affected U.S. cities and towns over more than a century. "From a vantage point above the roof of City Hall, overlooking Courthouse Square, you can watch New Providence grow and change over time...witnessing the gradual erosion of downtown...in concert with the suburban migration after World War II...and the "mallings" of the 1970's," to name a few of the changes that occur.

7 posters help students observe, and study the changes in the architecture and planning of a typical city's downtown and to understand the social issues and events that led

to these changes. A great accompaniment to U.S. History as an interdisciplinary addition to the course or independently as a supportive elective.

about the Geographic Information Systems (GIS), 9-12, b/n/s

WHAT IS GIS?

In the strictest sense, a GIS is a computer system capable of assembling, storing, manipulating, and displaying geographically referenced information, i.e. data identified according to their locations. It works by capturing data from various sources, and compiling it into maps, tables and graphs. But it is also interactive, so that the viewer helps to create or assemble the various geographically-referenced data into connected information.

What makes GIS so special is the way maps and other data have been stored or filed as layers of information, making it possible to perform complex analyses. This ability also allows GIS to also be applied in a number of practical ways: formulating community revitalization or emergency plans for floods or hurricanes, for example. Population projections, establishing safeguards, monitoring hazardous environments or identifying housing conditions and income status are some of the problems that GIS can help communities or students solve.

GIS began as a NASA program to track missiles during the Cold War. Now it has evolved into one of the fastest growing computer information

systems with everyday applications. Although extremely expensive, schools may be able to plug into larger systems being used in the area by urban planning departments, city agencies, colleges or public utilities and services. Hunter College, CUNY now has the largest system in New York City. Map Info, one of the more profitable systems can be purchased by schools for a reasonable cost but training will be a challenge as the system is still very complicated.

Using GIS could provide schools with the capacity to create on-the-

spot local, community maps utilizing all types of data about the physical, social and natural environment including demographic (Census and other indicators) data and information about public services, the environment to name a few uses.

GIS, the Geographic Information System has the capacity to provide on-screen and printable maps made up of data of many descriptions: demographic, scientific, physical and spatial information in all three areas of community development. Students can use GIS to support, chart or get new information pertaining to community investigations.

ANNOTATED BIBLIOGRAPHY

1. Abbott, Berenice. *New York in the Thirties as photographed by Berenice Abbott*. New York: Dover Publications (republished), 1967.

Some surprising old photos of Fort Greene, the waterfront and other neighborhoods. Dover also publishes a number of excellent photo, architecture, preservation resources so it is worth getting their publication list.

2. Atwell, Clyde G., *A Passion to Survive: A Credit Union Grows in Brooklyn, A documentary, 1939-69*. New York: Pageant-Poseidon Press, Ltd., 1976.

The story of Paragon Credit Union, one of the earlier Black credit unions in Brooklyn founded in Bedford-Stuyvesant.

3. Boston, Thomas D. and Catherine L. Ross, editors. "Responses to Michael Porter's Model of Inner-City Redevelopment: A Special Issue." *The Review of Black Political Economy*, Fall 1995-Winter 1996, Vol. 24, Nos. 2-3. Atlanta, GA., Transaction Publishers, for the National Economic Association and the Southern Center for Studies in Public Policy of Clark Atlanta University.

This is a collection of responses to Michael Porter's popular paper, "The Competitive Advantage of Inner-Cities," and his other writings about economic development in urban inner-city communities. The responses represent an excellent collection of the best and brightest analysis in the area of urban economic development and should be required reading for anyone interested in the issues facing community developers today. After reading the collection, you will be well-educated about the challenges to urban economic development. Includes Porter's response. The entire collection has been turned into a book by the same name and available from the same publisher.

4. Brownstone, Douglass L. *A Field Guide to America's History*. New York: Facts on File, Inc., 1984.

If you want some more ideas to help shape your community explorations use this book for information on a range of topics from place names, land and soil, bridges and pottery and of course architecture. Especially helpful in describing places to look..

5. Butler, John Sibley Butler, *Entrepreneurship and Self-Help Among Black Americans: A Reconsideration of Race and Economics*, New York: State University of New York Press, 1991.

This is an excellent assessment of the history, conditions and current status of entrepreneurship within the Black community. The implications of the study for policy and teaching entrepreneurship and community economics are important, especially in terms of the wider vision of community economic development. Good historical and statistical information.

6. Frommer, Myrna Katz and Harvey. *It Happened in Brooklyn: An Oral History of Growing Up in the Borough in the 1940's, '50's and 60's*. New York: Harcourt, Brace and Company, 1993.

An amusing, sometimes poignant account of coming of age in Brooklyn with some personalities your students will know. A multicultural history, though limited.

7. Hart, Roger. *Children's Participation. The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*, Earthscan, London and UNICEF, 1997 Much of Hart's many years of travels on behalf of the United Nations have been transformed into a thoughtful analysis of the content and form of children's participation around the world. He includes some of the projects he has visited in the United States and NYC.

8. Hudson, Karen. *The Will and the Way*. New York: Rizzoli International Press, This is an excellent account of the work and life of Paul R. Williams, the first African-American registered with the American Institute of Architects(AIA). The book, written by Mr. Williams' granddaughter is a thorough and warm account of the genius and successes of one of America's most outstanding architects. There is also a film available about Mr. Williams.

9. Jones, Bernie. *Neighborhood Planning: A Guide for Citizens and Planners*, American Planning Association, Chicago, Ill., 1990,.

A Comprehensive guide that helps clarify the steps in building local initiatives, and the strategic action process.

10. Katz, William Loren. *Black Legacy: A History of New York's African Americans*, New York: Ethrac Publications, Inc., Simon And Schuster, New York 1997.

A brief account of the history of African Americans in New York that is very useful in giving historical background. Focuses on some Fort Greene personalities such as Dr. Susan Smith McKinney Steward, outstanding doctor, founder of Black institutions in Fort Greene. This is also a good history book for students.

11. King, Mel. *Chain of Change: Struggles for Black Community Development Development*. Boston, MA.: South End Press, 1981.

The story of Boston's historic Black community, Roxbury's struggles in the '60's and 70's. Includes the struggle for desegregation of the schools and community empowerment.

12. Lewis, Barbara A. *A Kid's Guide to Social Action*. Minneapolis, Minn. Free Spirit Publishing, 1991.

This is a practical guidebook written for young people that shows them how to do much of the background and basic organizing work behind any project

they may choose. Also contains examples of action projects done by other youth and students.

Medoff, Peter and Holly Sklar. *The Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston, MA.: South End Press, 1994.

A real story of community development in the multi-ethnic neighborhood of Dorchester in Boston. Contains some good examples of community development education and how youth can participate. South End Press. Boston, MA.

13. Peirce, Neal R., and Carol F. Steinbach. *Corrective Capitalism: The Rise of America's Community Development Corporations: A report to the Ford Foundation*. New York: Ford Foundation, July, 1987.

A simple history and review of the evolution of community development corporations in the U.S. Contains information on the Bedford-Stuyvesant Restoration Corporation.

14. Pinkney, Andrea Davis and Brian Pinkney (Illustrator). *Dear Benjamin Banneker*, New York: Gulliver Books, 1994.

A lovely story of the life of Banneker written for grades 4-8. The book describes Banneker's family, his farm life and his great interests in astrology, almanacs and inventing. The highlight of the book is, however, the story of Banneker's correspondence with Thomas Jefferson in which he recalls the contradiction in the United States struggle for independence against Britain and the enslavement of Africans.

15. Poppeliers, John C. and S. Allen Chambers, Jr., Nancy B. Schwartz. *What Style Is This?*, Washington DC.: Preservation News, 1977.

Reprinted from HISTORIC PRESERVATION these four chapters deal chronologically with periods in American architectural history. There are brief sketches of style, some photographs and a separate glossary that is illustrated with line drawings. See companion book, *America's Architectural Roots* by Dell Upton.

16. Sexton, Andrea Wyatt and Alice Leccese Powers. *The Brooklyn Reader*. New York: Harmony Books, 1994.

A good introduction to Brooklyn through the eyes of some of its most successful writers including Spike Lee (who lives in Fort Greene). Excerpts can be very effective as introductions to community development for grades 11-12.

17. Taylor, Clarence. *The Blacks Churches of Brooklyn*, New York: Columbia University Press, 1994.

A thorough study of the growth of Black churches and community in Brooklyn, called the "City of Churches". Fort Greene is prominent in this account as Brooklyn's earliest church and community center (which predates Bedford-

Stuyvesant). Lots of excellent information on the development of community. 1994 Columbia University Press.

18. Upton, Dell. *America's Architectural Roots*, National Trust for Historic Preservation, New York: Preservation Press, 1986.

An easy read, describes ethnic contributions to U.S. architecture and very useful as a teaching tool in developing urban designs, and urban planning/community development history.

17. Van Derzee, Charlene Claye. *An Introduction to the Black Contribution to the Development of Brooklyn*. Brooklyn, New York: The New Muse Community Museum of Brooklyn, 1977.

Contains the best in depth analysis of African Americans in Brooklyn in the 20th century. Focuses on demographics, the history of Black churches, business and education. Unfortunately, the book is out of date and not available. A copy is available in our school library, however. At least one of the authors is available to visit schools.

18. Vidal, Avis C. *Rebuilding Communities: A National Study of Urban Community Development Corporations*. New York. Graduate School of Management and Urban Policy, The New School for Social Research, 1988. This is one of the most in-depth analysis of community development corporations; their growth and development and the reader gets a sobering, but accurate view.

Some useful websites

Using the internet can be a rewarding source of information about urban planning, community development and especially youth issues. Here are a few locations to get started:

URBAN PLANNING AND COMMUNITY DEVELOPMENT

<http://www.picced.org/> - Pratt Institute Center for Community and Environmental Development (PICCED) Contains lots of information on urban planning projects, cdc's and their history, and papers on critical issues. A useful site for anyone interested in getting ideas for projects and more knowledge of urban planning. Has lots of useful links to other planning sites, community and economic development, housing and policy issues.

<http://www.qnet.com.br/urbanet/> - URBANet.

This is the network for all kinds of discussion and exchange about the cities.

<http://www.unesco.org/> - UNESCO, (the United Nations Educational, Scientific and Cultural Organization) This is an excellent site for information on the international movement for youth and children's participation. Includes an introductory discussion of two international projects; Cities: Management of Social and Environmental Transformations and "Growing Up in Cities," which is focusing on children's participation in planning. These two are action-oriented projects to improve the urban environment for the poor, children and women. Contains valuable information on the current crisis of cities. Of special interest is the relationship between deterioration of the built environment and the conditions of youth, the family. Economic development and built environment solutions are discussed here. You will have to surf for the information however.

<http://www.umn.edu/irp/index.htm> - The Institute on Race and Poverty.

Publishes excellent reports on the relationship between race and other issues such as housing, education and welfare. Great links to organizations about race and poverty. A good research site.

<http://www.cnt.org/> - Neighborhood Works magazine Homepage. This on-line and off-line monthly contains information on community projects and initiatives. Includes economic and community development activities, sustainability, ecology and the environment, housing and technology.

<http://www.cpn.org/> - Civic Practices Network Homepage. This site has lots of information including manuals and syllabi for neighborhood organizing, focusing on civic participation, and community renewal, building movements, the essence of democracy, etc. There are essays here on important issues in reference to civic participation. A good youth section includes a helpful glossary of terms, discussion of youth leadership development and current economic and social obstacles to building an inclusive society. One of the curriculum enclosed in this report can be found on-line here.

<http://comm-dev.org/> - Community Development Society. This is the national organization of community development practitioners and contains information on many of the local branches and activities. Contains an excellent definition of community development and surfing this site will help to ground your work in good practice. Some very good links to other places. Includes a search engine for concepts and explanation of terms.

<http://www.enterprisefoundation.org/> - The Enterprise Foundation. The focus here is on low-income affordable housing, but this site includes a "best practices" database which you can survey for ideas for projects and connections with your work.

<http://www.ag.uiuc.edu/~lced/needpuls.html> - The University of Chicago, Urbana-Champaign campus planning program have developed some impressive neighborhood projects. The site includes a discussion of the community needs assessment survey, a useful tool for community developers and planners and local activities are described.

<http://www.best.com/~schmitt/cdcflyer.htm>- The Community Design Consulting Program of Urban Ecology.

A group of socially-conscious planners, architects, planners and urban designers and landscape architects in the Bay Area who assist poorer communities with sustainable development projects and community-sensitive design including a youth garden. Some very good ideas exist here.

<http://jefferson.village.virginia.edu/pompeii/page-1.html>-The Pompeii Forum (urban center) Project.

An interesting site based on the reconstruction of ancient Pompei which analyzes the process of urban development. A good introduction to urban planning, and an excellent resource for an elective combining history, urban planning, and science (archeology).

<http://www.stls.frb.org/publ/bridges/news/brdg0597.pdf>- The U.S. Department of Housing and Urban Development. This is the site of Bridges, HUD's newsletter on community economic development. A number of good discussions and projects can be found here.

<http://www.libertynet.org/nol/natl.html> - Neighborhoods On-line, is mainly a Philadelphia-based site but has some good information and links about community-building. Some discussion of education initiatives, urban policy, cities, and information from the national conference of Mayors, etc.

<http://obelix.polito.it/forum/welcome.htm>. - Habitat in Developing Countries has more than 500 links to activities in architecture, housing, planning, building technology, environment, among others.

<http://www.ecodesign.com>. - EcoDesign Associates. This is an interesting Canadian site with interesting information on ecologically related design. One area focuses on neighborhoods.

YOUTH

<http://www.mightymedia.com/mmcop.htm>- Youth In Action Network Home Page

There is lots of information here on various youth issues and concerns and a full library of community and action projects. Students can get information on numerous socially useful causes, do research, view models of press releases, petitions and get the addresses for Congresspersons, and other elected officials who can support their actions.

Students will also find some interesting bios of community activists and how to get involved in social action projects including "10 Tips for Social Action" and "How to Design Your own Program." Includes a forum for youth as well at <http://www.mightymedia.com/webstock/center/text/>

<http://www.screen.com/mnet/eng/med/class/teamed2/cr-intr.htm>-Teaching Media(Grades 9 - 12) Teaching about crime - This is an excellent Canadian location with lesson plans that discuss crime and the media. Deals with racism, prejudice and the impact media has on youth.

<http://www.epa.gov/epahome/students.htm>-Environmental Protection Agency. The home site for resources for both teachers and students can be found here

<http://atsdr1.atsdr.cdc.gov:8080/child/students.html> - U.S.Agency for Toxic Substances and Disease Registry.

An excellent resource for environmental information designed for students and teachers.

<http://www.epa.gov/recyclecity/mainmap.htm> - Recycle City and Dumptown USA Game, about recycling. See curriculum report.

<http://www.un.org/Pubs/CyberSchoolBus> - This is the United Nations' great website for youth and students. Includes ASAP, the Atlas of Student Action for the Planet, the international environmental youth network at <http://www.un.org/Pubs/CyberSchoolBus/planet/index.html>. There are events, resources, curriculum, environmental news and a bookstore at this site. Students can also add their own webpages to the network if they like. Includes a section of interest to teachers.

TEACHERS

STATISTICS

www.census.gov - Census Information - The 1990 census can be obtained from most libraries and can also be found on the internet. The internet also has several followup reports for the years 94-95 (Counties General Profiles, Business Patterns, Economic Profile). Working with youth, the internet's MapStats will be fun because the maps are very interactive. There is also a section called, "Just For Fun" where students can learn how to use the map-driven data. For Fort Greene or NYC you can view and download maps based on census, street or congressional districts, see physical features such as railroads, buildings and bodies of water, then get the statistics. Maps can be based age, gender, employment to name a few of the demographic categories. Be prepared to spend some time however, searching for exactly what you want and it helps to know the layout of the paper copies to know what to look for. What you can get easily is more limited over the internet.

<http://stats.bls.gov/blshome.html> The Bureau of Labor Statistics has unemployment, labor force, earnings, price and other information that is useful for community research but it is a bit more difficult to use. There is not an interactive search engine available and most items of interest to us besides national stats on the economy, labor force, consumer price index will have to be ordered. Their feature, "Economy At A Glance" is useful.

MAPS

In general maps can be obtained in most libraries, including our own but a number can also be obtained over the internet. The block and lot and Sanborn maps used in community surveying and other planning activities can be obtained from the Pratt library, or more exact from P.I.C.C.E.D. with prior arrangement and can be tailor-made for us. A nice example of the power of GIS and interactive maps can be found on the internet at <http://www.sgi.net/usacadmin/grid.htm>.

OTHER SITES

<http://www.epa.gov/epajmal/>-Environmental Protection Agency.

Good articles on teaching about environment and ecological issues. Also a good resource for environmental news.

<http://www.stls.frb.org/publ/bridges/news/brdg0597.pdf>-HUD.

The government's site for information on the government's urban development and community economic dev projects

<http://www.childrensdefense.org/greenbook98.html>-The Children's Defense Fund.

Excellent information on community activities and the national campaign, Stand for Children to improve children's economic, social and educational conditions. Links to other abstracts and information on children.

<http://www.megacities.nl/> -Megacities 2000 Foundation.-Issues and problems of large cities around the world. Contains reports by outstanding urban planners and a list of the Top 15 Megacities. Good links.

<http://www.leap.yale.edu/nycn/>

The National Youth Center Network is for youth service providers, youth advocates, educators, and policy makers. Includes links to other sites related to youth service, advocacy, youth and family policy, and education.

Intern-Students' Group Activities (Week #1)

Date	What	Result	How	Time
<p><i>April 21st/1998</i> TUESDAY & <i>April 22nd/1998</i> WEDNESDAY</p>	<p>Welcome and introductions (Instructor: Miss Johnson & Mr. Small).</p> <p>**Guest speakers from the "National Federation of Community Development Credit Union" (Ms. S.Townsend-Browne & associate).</p>	<p>Participants will have an opportunity to understand the purpose & regulations of their "Orientation Process."</p> <p>Participants will have an opportunity to get to know each other.</p> <p>Instructors' will have an opportunity to collect feedback about credit union.</p>	<p>Discussions: regarding who's funding the payroll for the program; the meaning of a stipend; group rules; the meaning of community economic/ Development & credit union; participants will discuss their career choices individually; a breakdown on what CDC expects from each participants (regarding commitment and group projects).</p> <p>Instructors' will have each participant complete a "Student Achievement Plan."</p>	<p>2:30pm--5:30pm</p>

Date	What	Result	How	Time
<p><i>April 23rd/1998</i> THURSDAY</p>	<p>Reinforcement of “Group Rules” and “Group Project” assignment #1.</p>	<p>Participants will have an opportunity to implement roles as group leaders (they are the speakers that will reinforce the group rules, not the instructors’)</p> <p>Participants will have an opportunity to research their career choices. They will have an opportunity to prepare themselves for a presentation about their career choices. In addition--they will be given a dress code for the day of their presentation.</p>	<p>Discussion</p> <p>Information shared and discussion</p>	<p>2:30pm--5:30pm</p>

Intern-Students' Group Activities (Week #2)

Date	What	Result	How	Time
<i>April 28th/1998</i> TUESDAY	Group presentation and inspection of dress code. In addition- -group rules reinforcement.	Each participant will have an opportunity to give fifth-teen minutes presentation about his or her career choices. Group leaders will be the implementers' regarding the reinforcement of group rules.	Presentation, information shared questions and answers.	2:30pm--5:30pm

Date	What	Result	How	Time
<i>April 29th/1998</i> WEDNESDAY	Group Mediation (Instructor: Miss G. Braxton)	Participants will gain an understanding of self-awareness.	Storytelling, discussion and feedback	2:45pm--5:30pm

Date	What	Result	How	Time
<i>April 30th/1998</i> THURSDAY	Continuous of Group Presentation and dress code inspection	Remaining group of participants completed their presentation.	Presentation, information shared questions and answers.	2:45pm--5:30pm

Intern-Students' Group Activities (Week #3)

Date	What	Result	How	Time
<i>May 5th/1998</i> TUESDAY	Develop a constructive argument "why all Banneker students should be exposed to the same resources and benefits that are quite often denied because of grades, behavior, academic performance etc.	Participants will brainstorm development strategies & be able to apply them to their internship assignment #2 (developing a constructive argument paper). Will be given out on May 7th/1998. Instructors' will gain feedback of how to guide the participants; they will given the opportunity to select group leaders to present the constructive argument	Information shared and discussion; questions and answers.	2:45pm---5:30pm

Date	What	Result	How	Time
<i>May 6th/1998</i> WEDNESDAY	Group Rapture (Instructor: Miss G. Braxton)	Participants will have an opportunity to self-disclose their inner-thoughts.	Information shared and discussion.	2:45pm--5:00pm

Date	What	Result	How	Time
<p><i>May 7th/1998</i> THURSDAY</p>	<p>Continuous of the development of a "Constructive Argument." Group Project #2 will be assigned to the participants.</p>	<p>Participants will be informed of how to layout they're constructive argument papers.</p> <p>Participants will be prepared to begin the operation of their constructive argument paper (which is project #2 due on May 12th/1998).</p>	<p>Discussion</p>	<p>2:45pm--5:00pm</p>

Benjamin Banneker CDC Internship Program

Orientation Weekly Agenda

May 11th thru 15th 1998

Monday:

- Preparing and Completing Research Assignment
- Updating Journals

Tuesday:

- Meeting with Mr. Errol to discuss Mural Project
- Presentation of Research Assignments
- Discuss Career Planning and Academic Progress
- Reflections

Wednesday:

- Human Development and Group Dynamics - Gwen Braxton

Thursday:

- Final Presentations of Research Assignments
- Workshop on Resume Writing and Interviewing Techniques
- Individual Assessment of Interns (Reviewing report cards, academic progress and updating folders)
- Updating Resumes and Reflections Sessions

- Assignment for next week

Friday:

- No Sessions

Black Wallstreet by ron wallace

Excerpt from Black Elegance magazine (issue unknown) title: Ron Wallace co-author of Black Wallstreet: A Lost Dream, chronicles a little known chapter of African-American history in Oklahoma by line: as told to Ronald E. Childs, Black Wallstreet.

If anyone truly believes that the last April attack on the federal building in Oklahoma city, Oklahoma was the most tragic bombing ever to take place on United States soil, as the media has been widely reporting, they're wrong-plain and simple. That's because an even deadlier bomb occurred in that same state nearly 75 years ago. Many people in high places would like to forget that it ever happened.

Searching under the heading of "riots," "Oklahoma" and "Tulsa" in current editions of the world book encyclopedia, there is conspicuously no mention what-so-ever of the Tulsa race riot of 1921, and this omission is by no means a surprise, or a rare case. The fact is, one would also be hard-pressed to find documentation of the incident, let alone an accurate accounting of it, in any other "scholarly" reference or American history book.

That's precisely the point that noted author, publisher and orator Ron Wallace, a Tulsa native, sought to make nearly five years ago when he began researching this riot, one of the worst incidents of violence ever visited upon people of African decent. Ultimately joined on the project by Jay Wilson of Los Angeles, the duo found and compiled indisputable evidence of what they now describe as "a Black Holocaust in America."

The date was June 1, 1921, when "Black Wallstreet," the name fittingly given to one of the most affluent all-black communities in America, was bombed from the air and burned to the ground by mobs of envious whites.

In a period spanning fewer than 12 hours, a once thriving 36-black business district in northern Tulsa lay smoldering--a model community destroyed, and a major African-American economic movement resoundingly defused.

The night's carnage left some 3,000 African-Americans dead, and over 600 successful businesses lost. Among these were 21 churches, 21 restaurants, 30 grocery stores and two movie theaters, plus a hospital, a bank, a post office, libraries, schools, law offices, a half dozen private airplanes and even a bus system. As could have been expected the impetus behind it all was the infamous Ku Klux Klan, working in consort with ranking city officials, and many other sympathizers.

In their self-published book, **Black Wallstreet: A Lost Dream**, and its companion video documentary, **Black Wallstreet: A Black Holocaust in America!** The authors have chronicled for the very first time in the words of area historians and elderly survivors what really happened there on that fateful summer day in 1921 and why it happened. Wallace similarly explained to be why this bloody event from the turn of the century seems to have had a recurring effect that is being felt in predominately black neighborhoods even to this day.

The best description of Black Wallstreet, or little Africa as it was also known, would be liken it to a mini-Beverly Hills. It was the golden door of the black community during the early 1900s, and it proved that African Americans had successful infrastructure. That's what Black Wallstreet was all about.

The dollar circulated 36 to 100 times, sometimes taking a year for currency to leave the community. Now in 1995, a dollar leaves the black community in 15-minutes. As far as resources, there were Ph.D.'s residing in little africa, black attorneys and doctors. One doctor was Dr. Berry who owned the bus system. His average income was \$500 a Day, a hefty pocket change in 1910.

During that era, physicians owned medical schools. There were also pawn shops everywhere, brothels, jewelry stores, 21 churches, 21 restaurants and two movie theaters. It was a time when the entire state of Oklahoma has only two airports, yet six blacks owned their own planes. It was a very fascinating community. The area encompassed over 600 businesses and 36 square blocks with a population of 15,000 African Americans. And when the lower-economic Europeans looked over and saw what the black community created, many of them were jealous. When the average student went to school on black Wall Street, he wore a suit and tie because of the morals and respect they were taught at a young age.

The mainstay of the community was to educate every child. Nepotism was the one word they believed in. And that's what we need to get back to in 1995.

The main thoroughfare was Greenwood Avenue, and it was intersected by Archer and Pine Streets. From the first letters in each of those three names, you get G.A.P., and that's where the renowned R&B music group the Gap Band got its name. They're from Tulsa.

Black WallStreet was a prime example of the typical black community in America that had businesses, but it was in an unusual location. You see, at the time, Oklahoma was set aside to be a Black and Indian state. There were over 28 black townships there. One third of the people who traveled in the terrifying "trail of tears" along side the Indians between 1830 to 1842 were black people.

The citizens of this proposed Indian and Black state chose a black governor, a treasurer from Kansas named Mcdade. But the Ku Klux Klan said that if he assumed office that they would kill him within 48 hours. A lot of blacks owned farmland, and many of them had gone into the oil business. The community was so tight and wealthy because they traded dollars hand-to-hand, and because they were dependent upon one another.

Just to show you how wealthy a lot of black people were, there was a banker in the neighboring town who had a wife named California Taylor. her father

owned the largest cotton gin west of the Mississippi [river]. When California shopped, she would take a cruise to Paris every three months to have her clothes made.

There was also a man named Mason in nearby Wagner county who had the largest potato farm west of the Mississippi. When he harvested, he would fill 100 boxcars a day. Another brother not far away had the same thing with a spinach farm. The typical family then was five children or more, though the typical farm family would have 10 kids or more who made up the nucleus of the labor. On Black Wallstreet, a lot of global business was conducted. The community flourished from the early 1900s until June 1, 1921. That's when the largest massacre of non-military americans in the history of this country took place, and it was lead by the Ku Klux Klan. Imagine walking out of your front door and seeing 1,500 homes being burned. It must have been amazing.

Survivors we interviewed think that the whole thing was planned because during the time that all of this was going on, white families with their children stood around the borders of their community and watched the massacre, the looting and everything--much in the same manner they would watch a lynching.

In my lectures I ask people if they understand where the word "picnic" comes from. It was typical to have a picnic on a Friday evening in Oklahoma. The word was short for "pick a nigger" to lynch. They would lynch a black male and cut off body parts as souvenirs. This went on every weekend in this country, and it was all across the county. That's where the term really came from.

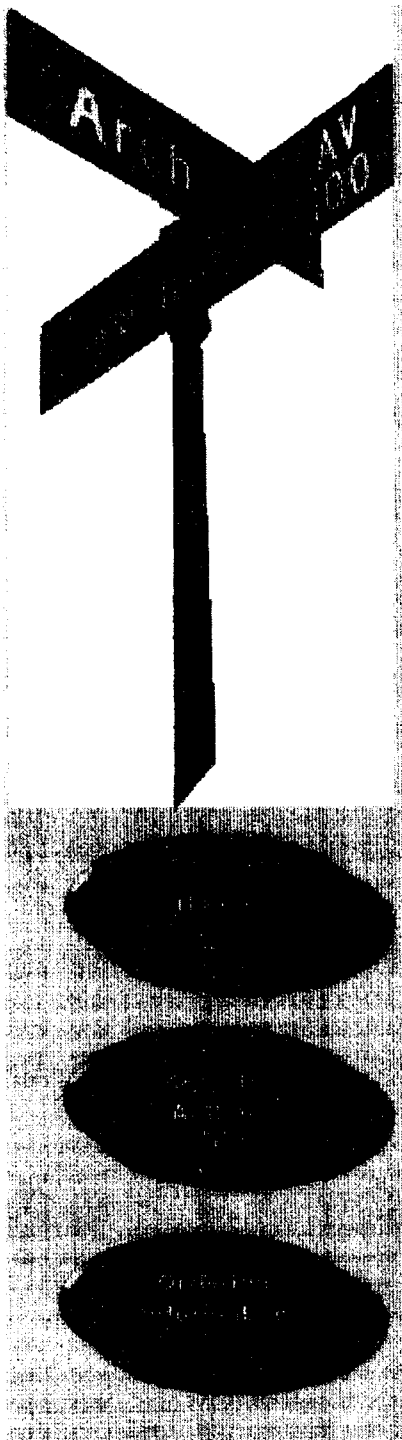
The riots weren't caused by anything black or white. It was caused by jealousy. A lot of white folks had come back from world war I and they were poor. When they looked over into the black communities and realized that black men who fought in the war had come home heroes that helped trigger the destruction.

It cost the black community everything, and not a single dime of restitution--no insurance claims--has been awarded the victims to this day.

Nonetheless, they rebuilt. We estimate, that 1,500 to 3,000 people were killed and we know that a lot of them were buried in mass graves all around the city. Some were thrown into the river. As a matter of fact, at 21st Sreet and Yale Avenue, where there now stands a sears parking lot, that corner used to be a coal mine. They threw a lot of the bodies into the shafts.

Black Americans don't know about this story because we don't apply the word Holocaust to our struggle. Jewish people use the word Holocaust all the time. White people use the word Holocaust. It's politically correct to use it. But we black folks use the word, people think we're being cry babies or that we're trying to bring up old issues. No one comes to our support.

In 1910, our forefathers and mothers owned 13 million acres of land at the height of racism in this country, so the Black Wall Street book and videotape prove to the naysayers and revisionists that we had our act together. Our mandate now is to begin to teach our children about our own, on-going black Holocaust. They have to know when they look at our communities today that we don't come from this.



The Tulsa Tribune

FOUR MORE BLACKS DEAD TOTAL OF KNOWN DEAD 3

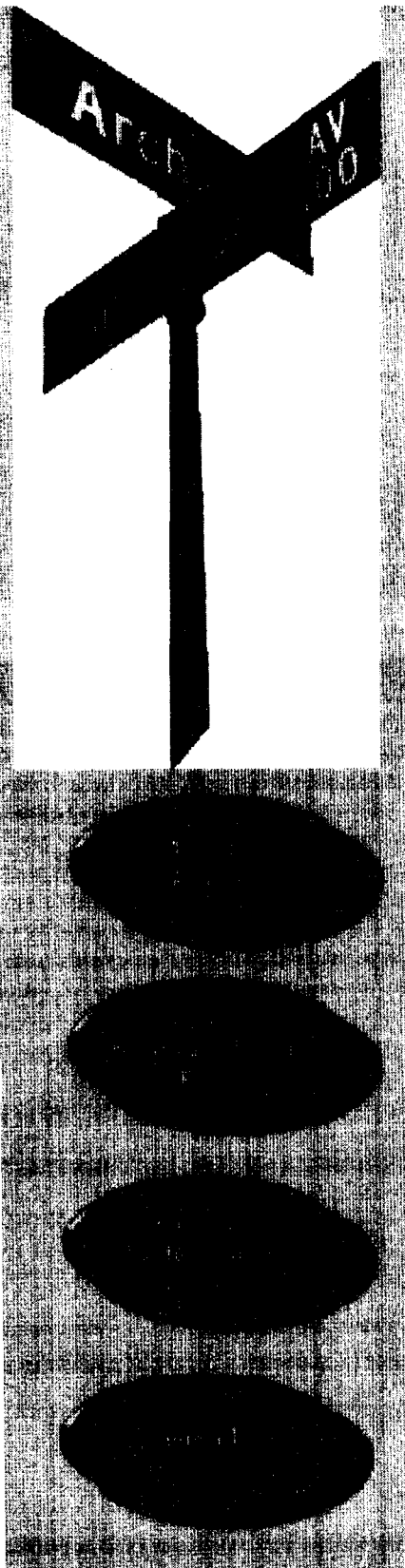
Two Bodies are Recovered in 1 of Building on Greenwood

Late last night Major Paul R. Brown forwarded a to Brig. Gen. Barrett at Oklahoma City fixing th number of dead at 36, 10 whites and 26 negroes.

These figures fixing the total number of dead ar with the death list compiled by the Tribune as s following story.

The known death list of race riot victims was in yesterday with the uncovering of the charred rem negroes in the ruins of the business buildings o Greenwood Avenue.

Ten white men and boys lost their lives in the r most accurate list of negro dead obtainable unti 18. Fifteen of these bodies were taken to the S and three to Mowbray's morgue. Mowbray's reporte that four negroes had been buried by them and th body of another negro was brought in, burned bey recognition. Another body similarly burned was t Stanley-McCune. None of the negro undertakers h



The bittersweet story of Tulsa's historic Greenwood "The Negro Wall Street," is a tale of tragedy and opportunity, despair and dignity. It is a real-life hub dubbed the "Oil Capital of the World," starring a heroes whose courage, ingenuity, and faith sustain peaks and lowest valleys. It is, above all, a testament and a tribute to the resilience of the human spirit. African-American pioneers managed to transform the north of the Frisco Railroad tracks into a thriving from the ruinous Tulsa Race Riot of 1921, and set rebirth remains one of the best kept secrets in America. Many Tulsans, native and otherwise, remain oblivious to the significance of the Greenwood District....

HANNIBAL B. JOHN BLACK WALL STREET

FROM RIOT TO RENAISSANCE IN THE
GREENWOOD DISTRICT
EAKIN PRESS • AUSTIN, TEXAS

Site design by

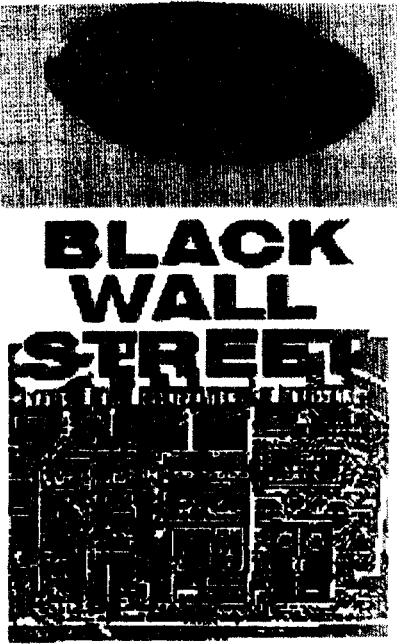
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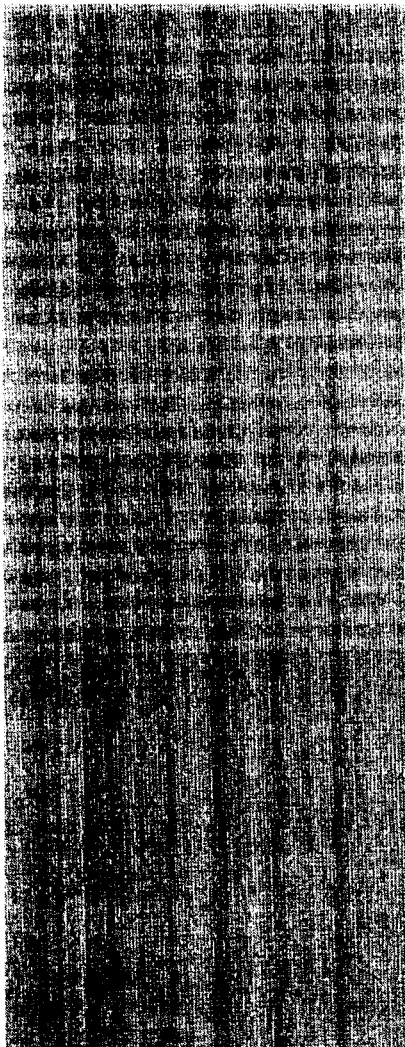
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Stanley-McCune. None of the negro undertakers in their establishments since Tuesday night when the

With the discovery of these two bodies city authorities considered it highly probable that the bodies of victims might be discovered in the ruins of the negro hotels and buildings....



MANNIBAL B. JOHNSON



Early in the Twentieth Century, the Black community in Tulsa--the "Greenwood District"--became a nationally-renowned entrepreneurial center. Frequently referred to as "The Black Wall Street of America," the Greenwood District attracted pioneers from all over America who sought new opportunities and fresh challenges. Legal segregation forced blacks to do business among themselves. The Greenwood District prospered and dollars circulated within the black community. But fear and jealousy swelled in the greater Tulsa community. The alleged assault of a white woman by a black man triggered unprecedented civil unrest. The worst riot in American history, the Tulsa Race Riot of 1921 destroyed people's property, hopes, and dreams. Hundreds of people died and were injured. Property damage ran into the millions. The Greenwood District burned to the ground. But ever courageous, the Greenwood District pioneers rebuilt the community from the ashes, bigger and better than ever. By 1942, some 242 businesses called the Greenwood District home. Having experienced a decline in the 1960's, 1970's and early 1980's, the Greenwood District is now poised for yet another renaissance. *BLACK WALL STREET* speaks to the triumph of the human spirit.

Nov. 3, 1995

Lecture

'BLACK WALL STREET' TO BE REVISITED AT KU NOV. 9

LAWRENCE - Former Tulsa, Okla., resident, writer and film producer Ron Wallace will lecture on "Revisiting Black Wall Street" at 6:30 p.m. Nov. 9 in the Spencer Museum of Art auditorium.

His lecture will review the Tulsa community known as Black Wall Street in the early 1900s. It was destroyed June 1, 1921, in what has been recorded as a race riot and a pogrom. An estimated 1,500 homes and businesses were destroyed and hundreds of black people were killed by white residents.

Tulsa's black community included more than 600 businesses in a 36-square block area of North Tulsa. The area had black-owned and black-operated banks, theatres, hotels and a newspaper, *The Tulsa Star*, which was destroyed in the riot. Ten black millionaires and more than 600 residents had cash assets of \$25,000 to \$500,000 each, according to information Wallace uses in his book "Black Wall Street."

Wallace was born and reared in Tulsa. In the 1970s, he moved to California and worked in the entertainment business and as an entrepreneur. He and an associate, Jay Jay Wilson, researched the history of Black Wall Street to produce the book, an audio tape and a video documentary, "Black Wall Street - A Holocaust in America."

During his lecture, Wallace will show his documentary video.

Wallace's lecture is sponsored by the KU Division of Continuing Education, the Department of Theatre and Film, the Hall Center for the Humanities, the College of Liberal Arts and Sciences, the Department of Public Administration, the Black Student Union, the Multicultural Resource Center, Amanzaa-Spectrum of Students in Journalism, the School of Business, the Multicultural Leadership Institute, Student Senate, and Omega Psi Phi Fraternity, Inc.

Contact: Mary Jane Dunlap, (785) 864-8853

-30-

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The following articles are available as part of the hard copy of this project at the Shapiro Library, Southern New Hampshire University. They may also be available electronically online.

Banks, W. H. (1997, Fall). Weeksville: Brooklyn's hidden treasure. *American Legacy*, 26-32.

Breitbart, M. M. (1995). Banners for the street: Reclaiming space and designing change with urban youth. *Journal of Planning Education and Research*, 15(1) 35-49. DOI: 10.1177/0739456X9501500103

Chuong-Dai, V. (1996). When the walls break down. *Vocational Education Journal*, 71(4), 18-23, 48.

Hickox, A. K. (1998). The canoe is their island. *Educational Leadership*, (55)8, 58-59.

Lutz, D. (1995). Eco-ed grows in Brooklyn. *EPA Journal*, 21(2), 16-17.

The following publications are also available as part of the hard copy of this project at the Shapiro Library, Southern New Hampshire University. They may also still be available from the publishers.

Community as Classroom. New York, NY: Historic Districts Press.

The Co-Operative Business Model: A module for use in secondary school entrepreneurship classes. (1997). Co-op Atlantic Public Affairs Department, 506-858-6044, jpchalk@nbnet.nb.ca.