

A NOTE TO THE TEACHER

As you know, you will be teaching in a non-academic sort of setting: probably the basement of a church. Your students will be involved in voter registration activity after school. They may not come to school regularly. We will be able to provide some books, hopefully some films, certainly some interesting guest speakers -- yet other than these things you will have few materials apart from those you and your fellow-teachers have brought.

In such a setting a "curriculum" must necessarily be flexible. We cannot provide lesson plans. All we can do is to give you some models and suggestions which you can fall back on when you wish. You, your colleagues, and your students are urged to shape your own curriculum in the light of the teachers' skills, the students' interests, and the resources of the particular community in which your school is located.

The curriculum suggestions which follow fall into three parts, corresponding to three blocks of time into which you may wish to divide your school day. First come some ideas about the presentation of conventional academic subjects: English, mathematics, and the like. We think such instruction is likely to be most fruitful at the beginning of the school day, when students are fresh. But we urge you, whenever possible, to use as materials for instruction in these subjects the actual problems of communication and analysis which the student encounters in his daily life, e.g., how to write a leaflet, how to calculate the number of eligible voters in a community.

Most of the material in this curriculum belongs to the citizenship curriculum which you may want to present during the second half of the morning on a typical school day. We assume that in this, as in all other phases of your teaching, you will use an informal, question-and-answer method. Hence, you will find that the material on citizenship is divided into seven units, each of which springs from a question, and each of which leads on to another question, which forms the next unit.

A large number of case studies have been provided to help you make the citizenship curriculum as concrete and vivid as possible. Many people, in many organizations, have taken part in preparing these case studies. If you disagree with the viewpoint of a particular case study, or of some part of the citizenship curriculum, please feel free to depart from what is suggested and to approach the problem in your own way.

Finally, we have some suggestions about the artistic, recreational and cultural activities which we think you may want to schedule in the afternoon, when it's hot. Don't neglect this phase of the curriculum. The comradeship formed on the ball field or in group singing may be the basis of your relationship with a student.