

## PART II: CITIZENSHIP CURRICULUM

### Introduction

One of the purposes of the Freedom Schools is to train people to be active agents in bringing about social change. We have attempted to design a developmental curriculum that begins on the level of the students' everyday lives and those things in their environment that they have either already experienced or can readily perceive, and builds up to a more realistic perception of American society, themselves, the conditions of their oppression, and alternatives offered by the Freedom Movement.

It is not our purpose to impose a particular set of conclusions. Our purpose is to encourage the asking of questions, and the hope that society can be improved.

The curriculum is divided into seven units:

1. Comparison of student's reality with others (the way the students live and the way others live)
2. North to Freedom? (the Negro in the North)
3. Examining the apparent reality (the "better lives" that whites live)
4. Introducing the Power Structure
5. The poor Negro and the poor white
6. Material things versus soul things
7. The movement

Each unit develops concepts that are needed for those that follow.

Physically, the content (suggested questions and concepts) is on the right side of each page with suggested case studies and visual aid material listed opposite. The suggested questions and concepts in the content portion of each page constitute the teaching guide. It should be emphasized that these are only suggestions, and that individual teachers may interpret the concepts in different ways or substitute other methods. There is probably more in each unit than it will be possible to use, but it was included so that each teacher would have a range of material to choose from, and extra material if necessary.

There are two additional sets of questions that are to be reintroduced periodically, both to permit an on-going evaluation of the effectiveness of the curriculum, and to provide students with recurring opportunities for perceiving their own growth in sophistication.

The BASIC SET OF QUESTIONS is:

1. Why are we (teachers and students) in Freedom Schools?
2. What is the Freedom Movement?
3. What alternatives does the Freedom Movement offer us?

The SECONDARY SET OF QUESTIONS is:

1. What does the majority culture have that we want?
2. What does the majority culture have that we don't want?
3. What do we have that we want to keep?