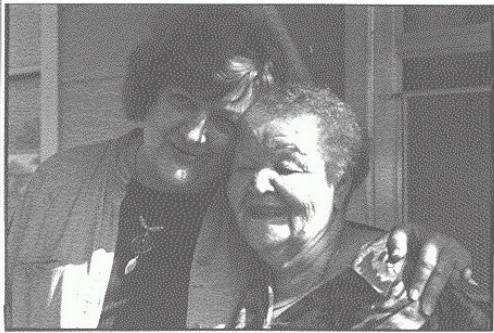


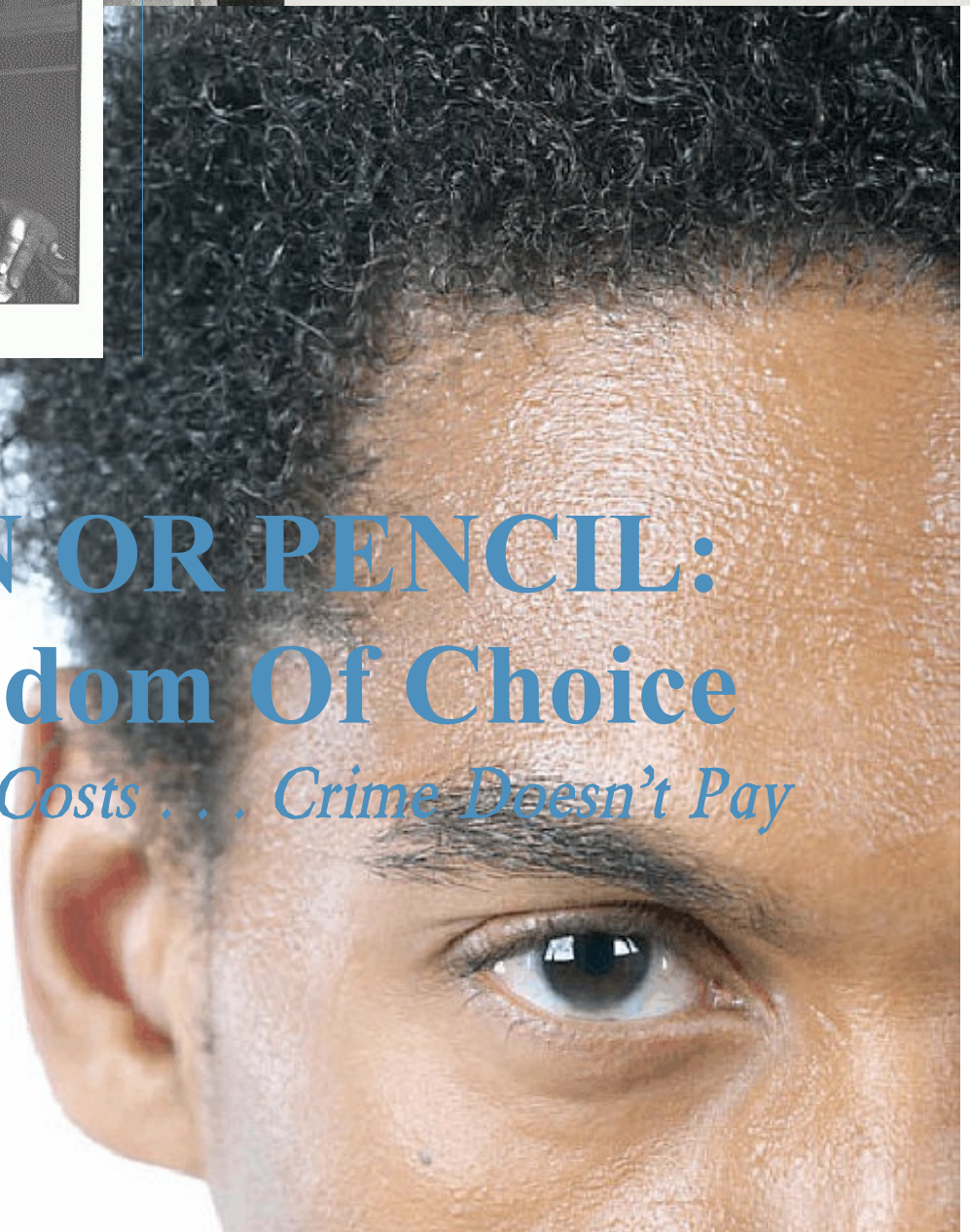


The Rosa Parks And Martin Luther King Jr. CONNECTION



PEN OR PENCIL: Freedom Of Choice

Freedom Costs . . . Crime Doesn't Pay



TITLE: *Pen or Pencil: Freedom Of Choice*

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Training and Administration

TARGETED AUDIENCES: Grades 5--12
Faith, education, and community-based participants

OVERVIEW: *The Pen or Pencil: Freedom Of Choice* Series commemorates the 50th anniversary of the Montgomery bus boycott which served as a springboard for the modern day civil rights movement. It calls attention to the well and lesser known acts of courage and extreme sacrifice to obtain freedom and the full benefit of the U.S. Constitution for all citizens, regardless of race, creed, or color. At the front and center of the movement were well-known leaders, Mrs. Rosa L. Parks and Dr. Martin Luther King, Jr. While they paved a pathway to freedom traveled by many, there were less known heroes like Mae Bertha Carter, her husband, and her children, who like Dr. King and Mrs. Parks, suffered undue hardships for the right to choose. The series will demonstrate how average people can accomplish extraordinary feats, how the lack of education is a key ingredient for incarceration, and how endurance in the face of extreme hardship can yield immeasurable success.

One and two hour presentations, customized per setting, will include:

- Narration
- Visual media (excerpts from *The Intolerable Burden*)
- Oral history
- Audience exchange
- Interactive exercises
- Music

Among the questions to be raised in each session are:

- Why would someone choose crime and its potential consequences {pen(itentiary)} when so many gave their lives for freedom?
- Have we placed so much distance between our life today and history that we have chosen to disrespect the passion and sacrifice paid to for the liberties we now enjoy?
- Are students vulnerable to a pipeline between the school and the prison system?
- How many hours will you choose to serve during 2006?

The series will be offered by the National Alliance of Faith and Justice (NAFJ). Partners in this effort include the DC-based alumni of the Pathways to Freedom Program (Pathways is the educational component of the Rosa and Raymond Parks Institute for Self-Development). The film, *Intolerable Burden*, is made possible by Ms. Constance Curry.

Series Objectives

What can we learn from our past, and how can we best give of our time in this present age?

As a result of attending one or more sessions of this series, participants will:

- Increase knowledge of historical facts the benefits and applicability of democracy and the Constitution
- Gain greater insight and respect for those who chose to lead and participate in the struggle for equality in America
- Be able to define DMC and its applicability to civil rights
- Understand the power of choices, the importance of a quality education and how a lack thereof can lead to graduation into the criminal justice system
- Identify ways to make a difference through service learning
- Understand the value of family and the threat to families made by incarceration
- Promote non-violence and anti-violence to secure lasting change
- Be able to improve encounters with the law



In salute to the late Mrs. Rosa L. Parks, in select locations, student alumni from the Pathways to Freedom Program, a component of the Rosa and Raymond Parks Institute for Self-Development, will serve as narrators and co-moderators. The youth will share their personal experiences and memories of Mrs. Parks and other activists they have met retracing routes of the civil rights movement as well as their perspectives of the current day quest for freedom.



CHOICE = The power, right, or liberty to choose . . .

PEN(itentiary)

A young lady chooses to remain in a relationship with a drug dealer in order to benefit from money to buy the latest fashions and ride in luxury automobiles

A young college student is enrolled at an HBCU and finds himself short on funds. He hears some quick cash can be made by selling firearms. He chooses to buy, then sell to get the extra money he desires

Armed with handguns, a group of high school males choose to steal an SUV and take their chances to outrun a pursuit by local law enforcement

PENCIL

Mrs. Rosa L. Parks chose to remain seated on a Montgomery city bus rather than to relinquish her seat. Because of her, we can now sit wherever we choose on the bus or in the classroom.

Dr. Martin Luther King, Jr. chose to accept the position of leadership offered to him to head the Montgomery Improvement Association after the arrest of Mrs. Parks. Because he volunteered and accepted a call to service, we now have our jobs.

In the autumn of 1965, Mae Bertha and Matthew Carter enrolled the youngest eight of their 13 children in the public schools of Drew, Mississippi. Because they chose, they benefitted.

Life is full of choices. Each of the above scenarios represented a real-life choice with rewarding or revoking consequences.

Freedom Costs . . . Crime Doesn't Pay

"The world does not want and will never have the heroes and heroines of the past. What this age needs is an enlightened youth not to undertake the tasks like theirs, but to imbibe the spirit of the great men and answer the present call to duty with equal nobleness of soul."

Dr. Carter G. Woodson



Freedom is not free.

Dr. Martin Luther King, Jr.



Memories of our lives, of our works and our deeds will continue in others

Mrs. Rosa L. Parks

Many people died in order to make it possible for all of us to live in harmony and to have choices. During the civil rights movement, Dr. King and Mrs. Parks were advocates of non-violence in order to secure social change. Their actions were based upon the desire to see equality and unity for all mankind, and they each envisioned a society void of hate. On December 1, 1955, Mrs. Rosa Parks' defiance on a Montgomery city bus ultimately made it possible for children of all races to take a seat together on public school buses. Together, Dr. King and Mrs. Parks paved a pathway to freedom which ten years later inspired the quiet strength of a Mississippi mom and dad determined to make the better choice for a education of their eight eligible children, regardless of the cost.

Youth of today will never experience the challenges of 50 years past. The civil rights movement is a memory told in textbooks or through oral history, and for many, regarded as irrelevant to our day to day life. Today, however, youth and adults face new challenges to freedom, incarceration.

Crime is an impediment which compromises the quality of life from rural to urban America and yields consequences which shortchange the liberties to which we are all entitled. The lure of a quick fix and instant gratification is in competition with the freedom. During 2006, the 50th anniversary year of the rise of the civil rights movement, we challenge youth to choose the pencil rather than the pen(itentiary).

Oral History

ORAL HISTORIANS

Mae Bertha Carter . . .

Mae Bertha Carter and her husband, Matthew, were the first Black parents to send their children to desegregate the all-white public schools of Sunflower County, Mississippi in 1965. Courage, determination, **deep faith in God**, and a vision of what justice acts like daily were the driving forces in Mae Bertha's life. Her sense of humor and her simple, clear way of giving life to truth were profound; she was one of the few people who could make people laugh and weep at the same time.

The Carter Children . . .

All eight of the younger Carter children attended and graduated from desegregated schools in Drew, Mississippi. All of them graduated from college-seven of them from "Ole Miss", the University of Mississippi.

Ms. Constance Curry. . .

Constance Curry is a writer, activist, and a fellow at the Institute for Women's Studies, Emory University, Atlanta, Georgia. She has a Juris Doctor degree from Woodrow Wilson College. She is the author of several works, including her award winning book, *Silver Rights*, which won the Lillian Smith Book Award for nonfiction in 1996. She was the first white woman appointed to the executive committee of the Student Nonviolent Coordinating Committee (SNCC). From 1964 until 1975, as Southern Field Representative for the American Friends Service Committee, she worked with black families in school desegregation and with community groups in voter registration and economic development. Curry is the producer of a documentary film entitled "The Intolerable Burden," (winner of the John O'Connor film award, January 2004, from the American Historical Association) based on her book, *Silver Rights*, but showing today's resegregation in public schools and the fast track to prison for youth of color.

An important way to learn about the past, oral history is accomplished by finding individuals who are willing to share their stories that are or which can be recorded for posterity.

During the *PEN OR PENCIL: FREEDOM OF CHOICE* Presentation Series, participants will witness oral history as presented on film in the documentary, *Intolerable Burden*.

As a work of oral history, this film succeeds by artfully weaving interviews together to tell the story. The structure of the film - the four discrete sections - can be used in the classroom or public forms as the basis for discussions from school crisis to another social ill - incarceration.

The Intolerable Burden

On August 12, 1965, sharecroppers Mae Bertha and Matthew Carter enrolled the youngest eight of their thirteen children in the public schools of Drew, Mississippi. Their decision to send the children to the formerly all white schools was in response to a “freedom of choice” plan. The plan was designed by the Drew school board and others throughout the south to place the district in compliance with the Civil Rights Act of 1964, essential since without compliance, the district would no longer be eligible for financial support from the federal government.

Screening opportunities for *The Intolerable Burden* have been made possible for the National Alliance of Faith and Justice by Ms. Constance Curry, Producer.



In the words of Hamlet, “. . . to be or not to be: that is the question . . .” In this case, whether to be incarcerated or to choose education are options faced by thousands of youth today, and an option which is particularly cloudy in the lives of many African American males. *PEN OR PENCIL: FREEDOM OF CHOICE* explores two options through *Intolerable Burden* and the lives of the Carter family.

Intolerable Burden is divided into four sections. PART ONE outlines **segregation** in Drew, a small rural town in the Mississippi Delta. This piece sets the context for the story by establishing the nature of racial separation and oppression in the community. In PART TWO, Mae Bertha Carter, her children, and other local citizens, both black and white, tell the story of the Carter family’s experience **integrating** the public schools in 1965 under the state’s Freedom of Choice plan. The Carter children were the only blacks to attend the public schools that year, and they describe the harassment they suffered as a result. PART THREE of the film portrays the near immediate **resegregation** of the schools as black students were predominantly left in the public schools while students of other races enrolled in private academies. The exodus AND politics of the area prompted the decline in public school resources and the condition of facilities. In PART FOUR, the most innovative section, interviewees make the connection between the decline in public education, increased drop out rate among black youth, and rise in **incarceration** rates in the community.



Curriculum Standards

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

Of five published curriculum standards from the National Standards for Civics and Government, *PEN OR PENCIL: FREEDOM OF CHOICE* will address the following content standards using a combination of Narration, Visual media (oral history excerpts from *The Intolerable Burden*), Participant open exchange, and an Interactive learning exercise:



- I. *What are Civic Life, Politics, and Government?*
 - A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
 - B. What are the nature and purposes of constitutions?
- II. *What are the Foundations of the American Political System?*
 - A. What are the distinctive characteristics of American society?
 - B. What values and principles are basic to American constitutional democracy?
- III. *How does the government established by the Constitution embody the purposes, values, and principles of American Democracy?*
 - A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
 - B. What does the national government do?
 - C. How are state and local governments organized and what do they do?
 - D. Who represents you in local, state, and national governments?



- IV. *What are the roles of the citizen in American democracy?*
 - A. What is citizenship?
 - B. What are the rights of citizens?
 - C. What are the responsibilities of citizens?
 - D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
 - E. How can citizens take part in civic life?

Curriculum Standards

CURRICULUM STANDARDS FOR SOCIAL STUDIES

Of ten thematic strands of Curriculum Standards for Social Studies published by the National Council for the Social Studies, *PEN OR PENCIL: FREEDOM OF CHOICE* will address the following *eight strands* using a combination of Narration, oral history(excerpts from The Intolerable Burden), Oral history, Participant open exchange, and an Interactive learning exercise:



I. Culture

Discussions and exercises regarding the study of culture and culture diversity in Mississippi

II. Time, Continuity, and Change

Oral history clips from The Intolerable Burden that provide for the study of the ways persons of color viewed themselves in and over time in Drew.

III. People, Places, and Environments

Inclusion of experiences that review spatial views and geographic perspectives

IV. Individual Development and Identity

Oral history reflections and participant dialogue to discuss why people behave as they do; what influences how people learn, perceive, and grow; Emphasis will be placed on how identity was shaped by Drew's culture, by and by institutional influences

V. Individual, Groups, and Institutions

Discussions, media clips, and critical thinking exercises about interactions among individuals, groups, and institutions

VI. Power, Authority, and Governance

Opportunities to view, discuss, and understand the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society

VII. Science, Technology, and Society

Revelation or questions about experiences that provide for the study of relationships among science, technology, and society.

VIII. Civic Ideals and Practices

Discussion and viewing of experiences that provide for the study of the ideals, principles, and practices of citizenship by the Carter family.



PEN OR PENCIL: FREEDOM OF CHOICE is the major educational outreach component of the 2006 *Justice Sunday National Continuum*, a 381-day Call to Service extended by the National Alliance of Faith and Justice (NAFJ).



It is the mission of NAFJ to promote the value of inclusion of faith in addressing the prevention, consequences and resolutions of crime with emphasis upon its impact on African Americans and other people of color in society.

Mayoral Proclamations Issued Recognizing Justice Sunday 2006

Alexandria, Virginia	Madison, Wisconsin
Buffalo, New York	Milwaukee, Wisconsin
Canton, Ohio	Mobile, Alabama
Charleston, South Carolina	Modesto, California
Chicago, Illinois	Purcell, Oklahoma
Danbury, Connecticut	Petersburg, Virginia
Denver, Colorado	Richmond, Virginia
Escondido, California	Riverside, California
Flint, Michigan	
Ft. Wayne, Indiana	
Houston, Texas	
Jacksonville, Florida	
Knoxville, Tennessee	
Lexington, Kentucky	
Phoenix, Arizona	



In a speech given by Dr. King on February 11, 1958, at Bennett College in Greensboro, North Carolina, he stated, “. . . *Never forget that the Montgomery story is not a story, it’s not a drama with only one actor. But it’s a drama with 50,000 actors, each playing his part amazingly well. And I hope you will never forget the humble people of that community. You hear a great deal, I imagine about a fellow by the name of Martin Luther King. You’ll occasionally read his name, and you see his picture here and there. But . . . (he) would not even be mentioned in history if there had not been a Rosa Parks and 50,000 humble people who had the courage to stand up and who said in their hearts that we’ve had enough. . .*”

TO SERVE THIS PRESENT AGE . . .

NAFJ (www.nafj-nabcj.org) founded and has sponsored Justice Sunday since 2001 as a national movement to honor the late Dr. Martin Luther King, Jr. Commemorating the 50th anniversary of the civil rights movement, we now add Mrs. Rosa I. Parks as an icon for service. Mayors from cities across the country issue proclamations declaring the Sunday prior to the King federal holiday as Justice Sunday in their cities. The national volunteer recruitment goal is 20,000 persons committing a minimum of 50 hours each in specialized service related to justice during calendar year 2006. To assist in identifying ways to volunteer, each volunteer recruited will receive a copy of “To Serve This Present Age: Reentering Through Faith”

FREEDOM COSTS . . . CRIME DOESN'T PAY. . .

The aim of the campaign will be to inspire increased volunteer service, and the choice of freedom over incarceration by following historic examples of leaders such as Dr. Martin Luther King and Mrs. Rosa Parks or the simple but effective leadership of those less known like the Carter family. During this series, copies of Allstate’s “*The Law and You*” will be distributed to all youth to foster improved relationships with law enforcement.

While we may not feel that any personal sacrifice we make may not reach the level of those during the civil rights movement, we can each volunteer. During each presentation, we will offer attendees, youth or adult, an opportunity commit time as a volunteer. Here are only a few of the options to be provided:

EDUCATION AND SUPPORT OF YOUTH

- ☐ I am willing to devote 50 hours in service during 2006 as a tutor.
- ☐ Subject to approval of my background, I am willing to serve as a mentor for a youth aged 7 - 16.
- ☐ I am willing to donate \$50 or more in school supplies to a disadvantaged youth.
- ☐ I will volunteer to _____
to help my friend or family member make a wiser choice and avoid criminal activity.

DISASTER RELIEF

- ☐ I am willing to adopt a family who suffered significant loss during Hurricane Katrina.
- ☐ I am willing to offer 50 or more hours of service at a homeless shelter.

GROUP EFFORTS

- ☐ We are willing to conduct a volunteer recruitment drive for mentors at my house of worship
- ☐ We are willing to establish a toiletry drive to collect products for indigent persons
- ☐ We are willing to conduct a toy or book drive to assist children who were Katrina victims (NAFJ has a listing of 500+ families who have requested various forms of assistance)*
- ☐ We are willing to establish a van service to transport family members to visit a loved one in designated prisons within a reasonable driving distance.

REENTRY OF OFFENDERS

- ☐ I am willing to donate a minimum of 50 hours of service during 2006 as a volunteer at a prison
- ☐ I am willing to offer 50 or more hours during 2006 in providing financial management training to an adult returning from prison.

OTHER

- ☐ I am willing to provide the following in volunteer time _____



TO HOST A PRESENTATION,
CONTACT US AS FOLLOWS:
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