# *Shutdown* Instructor Discussion Guide

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## I. The Nation

The events that culminated in a massive use of force by police officers against unarmed students, school staff, and local community members at Linden-McKinley High School on May 25, 1971 did not occur in isolation. National and local histories played a role in the closing and police raid in response to Black student demands for Black Studies curriculum, Black teachers, and being treated respectfully by staff. This Guide serves as a supplement to the resources on the *Shutdown* documentary website by providing additional historical, political, and social context for the tension that grew and festered at Linden-McKinley High School in 1971. The Guide's multidisciplinary approach allows for *Shutdown* to be incorporated across a wide array of disciplines and from middle grades through post-baccalaureate education. Both the film and the Guide can also be useful educational resources in professional spaces such as non-profit organizations, public services organizations, government and civic offices, and corporations.

***Education***

The United States Supreme Court case *Brown v. Board of Education* (1954) ruled that segregated public schools are inherently unequal, meaning that by design such schools intended to treat students differently based upon race. *Brown* overturned *Plessy v. Ferguson* (1896), the United States Supreme Court case that, focusing on railway cars in Louisiana, ruled "separate but equal" public accommodations were not violating the U.S. Constitution. Although at that time there was little national outcry against the Court's decision about railway cars in *Plessy*, the judgment laid the groundwork for Jim Crow laws throughout the South. Segregation of public spaces throughout the Southern United States was, therefore, legally sanctioned from 1896 to 1954. There were numerous legal cases related to education that laid the groundwork for *Brown v. Board of Education*. Some like *Mendez v. Westminster* (1947) focused on public grade schools, but many focused on law school admission like *Murray v. Pearson* (1936), *Gaines v. Canada* (1938), and *Sweatt v. Painter* (1950). When *Brown v. Board of Education* reached the United States Supreme Court it was joined by four other similar cases: *Briggs v. Elliott* (1949); *Bolling v. Sharpe* (1951); *Davis v. Prince Edward County* (1951); and *Belton (Bulah) v. Gebhart* (1951).

While there was *de jure* (by rule of law) segregation throughout the southern states, *de facto* segregation was rampant throughout Northern and Western states, meaning that although not officially sanctioned, segregation occurred in practice or actuality. Urban neighborhoods in the North were heavily segregated, which meant that "by practice" the public schools were also segregated. So, unlike states in the South, where state law dictated public schools were segregated, public schools in the North had no state laws mandating segregation–the segregation occurred by the practice of groups and individuals and due to segregated neighborhoods. The Civil Rights Act of 1964 banned segregation in all public spaces and banned employment

discrimination based on race, color, religion, sex, and national origin. The following year Congress passed the Voting Rights Act of 1965 that prohibits voting discrimination.

Court mandated desegregation of public schools lasted for less than forty years. Many school districts are more segregated now than during the civil rights era. This reality was fostered by three legal cases: *Sheff v. O'Neill* (1989); *Board of Education of Oklahoma City v. Dowell* (1991); and *Parents Involved in Community Schools v. Seattle School District No. 1* (2007).

Further Reading
https://www.nps.gov/brvb/learn/historyculture/fivecases.htm

https://www.teenvogue.com/story/school-segregation-us-history-timeline#:~:text=From%20the%201991%20Oklahoma%20City,saw%20the%20beginning%20of%20the

https://www.npr.org/2022/07/14/1111060299/school-segregation-report

***Military***

There were some factors of federal law that impacted segregation in northern cities, particularly after the end of World War II. Like "separate but equal" public accommodations and schools, a segregated military was also a marker of inherent inferiority. An initial step toward integration in the military was President Franklin Roosevelt issuing Executive Order 8802 (1941) that banned discriminatory employment practices in all federal agencies, unions, and companies involved in Defense Industry labor. Civil rights activist, union organizer, and president of the Brotherhood of Sleeping Car Porters, A. Philp Randolph, was instrumental in securing the Order through threat of a March on Washington—a march that would indeed occur years later in 1963. In 1948, President Harry Truman signed Executive Order 9981 that banned segregation in the United States Armed Forces.

Military service and patriotism are inherently linked to citizenship. African Americans who served in the U.S. Armed Forces returned home to find that race prevented them from being treated as patriots and full citizens. Desegregating the military was an important step, but it did not change the experiences of soldiers once they were discharged. Black uniformed soldiers were attacked, beaten, spat upon, and experienced persistent discrimination in accessing military benefits through the G.I. Bill's VA mortgage loan and education tuition benefits.

Further Reading
https://www.trumanlibrary.gov/library/online-collections/desegregation-of-armed-forces

https://americanexperience.si.edu/wp-content/uploads/2015/02/After-the-War-Blacks-and-the-GI-Bill.pdf

https://www.archives.gov/milestone-documents/executive-order-8802

https://www.archives.gov/milestone-documents/executive-order-9981

***Housing***

A persistent problem with public school desegregation was the logic of segregation meant that communities were also racially segregated throughout the United States. Across social class and

economics, Black Americans were relegated to segregated communities. This often meant that they were also restricted to cramped and undesirable living quarters, especially in urban northern cities. Working for the Farm Security Administration during the Great Depression, famed African American photographer Gordon Parks and other photographers documented the segregated South and North in many thousands of photographs. Many of these photographs document poverty and gross inequalities, but many also capture the pleasure and protection afforded by all-Black spaces.

While segregated spaces often were safer spaces for Black people than entering spaces on the other side of W.E.B. Du Bois's proverbial "color line," many Black people did not want where they could or could not live to be dictated to them. Moreover, the spaces white people permitted Black people to live, in urban northern cities in particular, were often over-crowded and of poor quality. In addition to the use of violence, white people used the law to sustain housing segregation. Racially restrictive housing covenants were contractual agreements that forbid a property be sold, rented, or occupied by someone of a specific race or ethnicity, most often African American and sometimes Jewish. Such covenants were relatively common in the first half of the twentieth century. Lorraine Hansberry's Broadway play *A Raisin in the Sun* is based on her own family's civil rights housing case in Chicago, *Hansberry v. Lee* (1940).

Once the United States Supreme Court case *Shelley v. Kraemer* (1948) banned racially restrictive housing covenants and deemed them legally unenforceable, Black Americans' segregated housing woes did not end entirely. Another housing phenomenon that regulated where Black people could live and perpetuated segregation and inequality is *redlining*. Redlining is a system that was used by mortgage lenders and city planners to deny mortgage lending and investing services to Black people. Although the Fair Housing Act of 1968 made redlining illegal, mortgage discrimination persists, and the ramifications of redlining are evidenced by Black household's disproportionate lack of wealth that could not be gained from home equity. Researchers can even provide data that shows contemporary ramifications of redlining in air pollution, reproductive health disorders, and fewer urban amenities in former redlined communities (Lathan).

In addition to contractual and financial forms of housing discrimination, inter-state highways contributed to structural systems that disadvantaged racial minorities that affected educational resources and outcomes. The Federal Aid Highway Act of 1956 resulted in calculated and deliberate efforts to destroy African American communities by planning inter-state highway systems that went directly through Black and Brown neighborhoods. Some homes were lost by eminent domain. Just as legislation and legal rulings were demolishing redlining, urban planners and city officials found a way to erect a literal barrier to perpetuate segregated communities. One of the most famous architectural racist tools is the Cross Bronx Expressway that displaced tens of thousands of Bronx residents. Researchers from various disciplines have attributed the birth of hip hop in the 1970s to the highway's fracturing of the borough.

Further Reading

https://americanexperience.si.edu/wp-content/uploads/2015/02/After-the-War-Blacks-and-the-GI-Bill.pdf

https://www.npr.org/2022/10/18/1129735948/black-vets-were-excluded-from-gi-bill-benefits-a-bill-in-congress-aims-to-fix-th

https://www.loc.gov/collections/fsa-owi-black-and-white-negatives/about-this-collection

https://www.npr.org/2021/11/17/1049052531/racial-covenants-housing-discrimination

https://blogs.loc.gov/law/2023/01/hansberry-v-lee-the-supreme-court-case-that-influenced-the-play-a-raisin-in-the-sun/

https://publichealth.berkeley.edu/news-media/research-highlights/50-years-after-being-outlawed-redlining-still-drives-neighborhood-health-inequities#:~:text=This%20discriminatory%20system%20was%20widespread,most%20nonwhite%20Americans%20could%20not.

https://www.npr.org/2021/04/07/984784455/a-brief-history-of-how-racism-shaped-interstate-highways

https://www.thefader.com/2016/08/18/hip-hop-architecture-mike-ford-interview

***Police***

Discriminatory housing policy is not the only means by which Black people were restricted to specific neighborhoods. Local law enforcement agencies have historically been complicit in maintaining a segregated status quo. Established during the colonial period, the first police forces in what would become the United States were slave patrols. Slave patrols emerged in southern states to capture enslaved people who escaped and to temper white fear of slave revolts like the Stono Rebellion in 1739. Slave patrollers were central to reinforcing the concept that blackness equated to white-owned property and that Black people were not fully human. After slavery was abolished, police played a central role as enforcers of various Black Codes—a system that controlled Black people's movements, social and professional activities, and ultimately limited their citizenship. The Black Codes were replaced by Jim Crow laws in the South after the ruling in *Plessy v. Ferguson* (1896) established "separate but equal" public accommodations as law.

The history of policing in the United States, however, often does not trace the history of law enforcement emerging in tandem with the need to maintain and grow an exploitative labor system and planter economy. Policing in the United States is often instead traced back to English roots and the first police force being established in Boston, Massachusetts. This more colonial romantic genealogy makes it more difficult to connect the dots between the colonial period and the contemporary moment. Lynch mobs and race riots during the post-emancipation period help to connect the dots.

Race riots emerged quickly after Reconstruction failed. Their context varied, but law enforcement was not the friend of the Black victims. In fact, it was widely known and documented that white law enforcement officers were active members in white supremacist organizations that terrorized Black citizens like the Ku Klux Klan. Similarly, law enforcement officers were known to either ignore or participate in lynching. Early civil rights activists like journalist Ida B. Wells-Barnett and NAACP officer Walter White risked their lives documenting lynching. The race riots that were often either spurred by lynching or resulted in lynching and general mob violence were often directed at Black towns like Wilmington, North Carolina (1898) and Tulsa, Oklahhoma (1921). Ida B. Wells-Barnett's office was burned down due to her publication of research documenting lynching catalysts that countered white claims of retribution for Black men raping white women. Instead, she documented fear of the black vote or "Negro domination," resentment of Black wealth accumulation, and general racism. As would be the case until the modern civil rights movement, the federal government refrained from interfering in "State's rights" to investigate and punish white perpetrators.

Lynching, murder, and race riots persisted through the first half of the twentieth century, but a close succession of urban uprisings in northern cities beginning in Harlem and Philadelphia in 1964 and then Watts and Bloody Sunday in Selma, Alabama in 1965 compelled the federal government to respond. The catalysts for the uprisings most often resulted from white police aggression or outright violence toward Black citizens. The summer of 1967 was marked by urban uprisings throughout northern cities that resulted in deaths, arrests, and extensive damage to buildings. In response to the widespread civil disorder, President Lyndon B. Johnson established the Kerner Commission, a task force charged with investigating why the rebellions happened. The task force submitted a report in 1968 that indicated the historical foundation of racial prejudice fueled the contemporary white racism and that it would affect the nation's future if not addressed. No strategic action in response to the report was taken. In addition to the police violence, the 1960s was a decade marred by slain civil rights leaders: Medgar Evers (1963); Malcolm X (1965); and Dr. Martin Luther King, Jr. (1968). Social unrest in predominately Black urban communities persisted through the early 1970s.

The problems with "professional policing" creating a lot of tensions with racial minorities resulted in "community policing" gaining popularity during the 1980s and 1990s. Despite the philosophical goals of community policing, finances, politics, and a lack of agreement on what it is has resulted in little improvement in police relations with Black civilians, particularly in urban, under-resourced communities. The persistent high-profile deaths of unarmed Black civilians at the hands of law enforcement officers makes longstanding tensions persist.

Further Reading

Ben Brucato, *Policing Race and Racing Police: The Origin of US Police in Slave Patrols*, 47 SOC. JUST. 115, 133 (2021).

Connie Hassett-Walker, *How You Start Is How You Finish? The Slave Patrol and Jim Crow Origins of Policing*, ABA (Jan. 11, 2021), https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/civil-rights-reimagining-policing/how-you-start-is-how-you-finish/ [https://perma.cc/YAV4-UGZC].

Charles W. Chesnutt, *The Marrow of Tradition*. 1901

John Singleton. *Rosewood*. 1997

https://www.ojp.gov/ncjrs/virtual-library/abstracts/national-advisory-commission-civil-disorders-report

https://www.smithsonianmag.com/smithsonian-institution/1968-kerner-commission-got-it-right-nobody-listened-180968318/

https://www.nber.org/digest/sep04/how-1960s-riots-hurt-african-americans

https://www.history.com/news/1967-summer-riots-detroit-newark-kerner-commission

https://www.gutenberg.org/files/14977/14977-h/14977-h.htm

https://nationalhumanitiescenter.org/pds/maai3/segregation/text2/investigatelynchings.pdf

## II. Columbus, Ohio

The events chronicled in *Shutdown* are not explicitly framed around military service or housing, but the educational issues and policing atrocities are bound up in the broader structural racism that produced and attempted to sustain segregated neighborhoods and schools. The student activists at Linden-McKinley High School might not have realized it, but local Columbus activists had been addressing public school inequality for years prior to 1971. Although Columbus is not considered a civil rights hot spot, the national issues related to Black citizenship were felt there.

***Public School Equality – 1960s***

As northern cities like Newark, New Jersey and Detroit, Michigan erupted in 1967, civil rights organizations in Columbus were agitating for equality of educational opportunity. The Columbus Urban League proposed a "park system" that centralized school resources and would in theory improve all facets of the educational experience and abandon the unequal "neighborhood school" concept. Nothing came of the proposal and instead the Columbus Public School system adopted recommendations from an Ohio State University Advisory Commission. In August, Black parents echoed Stokely Carmichael's 1966 "Black Power" rallying call when they stormed the school board meeting and chanted "Black Power." In 1969, a special election bond levy that would have incorporated equal opportunity measures and construction for the rapidly growing school system was voted down.

Further Reading

https://voicesofdemocracy.umd.edu/carmichael-black-power-speech-text/

"Eibling Replies to Blacks," *Columbus Dispatch*, March 8, 1971, p. 1, 7

Potyondy, Patrick R. "Chapter Two: Reimagining Urban Education: Civil Rights, Educational Parks, and the Limits of Reform." *Counterpoints* 461 (2014): 27–54. http://www.jstor.org/stable/42982180.

***Public School Equality – 1970s***

By 1971, the year *Shutdown* focuses on, the Columbus Public School system was in a tumultuous state. By following the Ohio State University Advisory Commission's report from 1967, the district had unilaterally ignored the demands for equality of educational opportunity from Black parents and Black civil rights organizations. Beginning in February 1969 with opposing viewpoints on Black History Week, the May 1970 killings at Kent State and Jackson State Universities, and the anti-war and civil rights student protests at Ohio State University resulting in a two-week closure that May, the first half of 1971 was plagued by student discontent in Columbus Public Schools. Much of the discontent was related to complaints about white administrators and teachers being culturally incompetent, a desire for more Black teachers and administrators, equal facilities and resources in general but particularly in majority Black schools, incorporating Black Studies into curriculum, and in some instances more Black Nationalist leaning demands like celebrating Malcom X's birthday and renaming schools with names of Black civil rights leaders.

The WVKO radio host Les Brown was accused by district superintendent Harold Eibling of inciting a riot due to an announcement he made on air regarding the district and racism. On March 8, 1971, like their response at the 1969 school board meeting, over 500 Black demonstrators—mostly parents—showed up at the school board meeting protesting racial disparity in punishment

of Black students, racism in the school system, disrespect toward Black parents, and a lack of knowledgeable Black educators. During April 1971, Linden-McKinley assistant principals Thomas Brown and Terry Steele along with Columbus Community Relations Director, Clifford Tyree, and President of the Columbus Education Association, Thomas Giles, formed a task force sub-committee that studied allegations of racism in Columbus Public Schools. Their recommendations were not acted on by the task force.

Although the chaotic events in May 1971 that involved the Columbus Police Department raiding and occupying Linden McKinley High School were never reconciled by either the police or the school system, the next school year the school system began hiring more Black staff. There was also social justice progress made in the Courts that reflected the demands of Black students and parents. Linden-McKinley was not the only Columbus Public School subject to protests. During February and March 1971, Black students at numerous middle and high schools had been sent home or suspended for challenging administrators. The suspensions were often assigned without parental knowledge and without hearings. At the time, the school system did not require hearings for suspensions. In 1971, nine students at two high schools and one student at a junior high school brought a class action legal complaint against the district for denying them their right of procedural due process of the Fourteenth Amendment for school suspensions without hearings. Their complaint—*Goss v. Lopez* (1975)—reached the United States Supreme Court. The Court ruled in favor of the students, finding that when facing suspension, they are entitled to a notice and hearing.

A more familiar legal case in Columbus is *Penick v. The Columbus Board of Education* (1977) that was also heard at the United States Supreme Court and resulted from a class action complaint grounded in the Fourteenth Amendment. The case was initially brought by fourteen students in 1973 and charged the Columbus Board of Education with causing and perpetuating racial segregation in Columbus Public Schools. Judge Robert Duncan, the first Black judge to be appointed to a federal court in Ohio, presided over the case in the U.S. District Court for Southern Ohio in 1974. When the School Board appealed, the U.S. Supreme Court affirmed Judge Duncan's holding, ruling that the district maintained a dual education system with a separate body of Black schools as a substantial part of the district. The district was doing this in 1954 when *Brown v. Board* was decided, and the district never actively worked to dismantle the dual system. Two remedies resulted from this case. One was the court-mandated desegregation plan that integrated schools through busing until the late 1990s. This remedy produced significant resistance and racial strife documented by the media as well as shifts in Columbus neighborhood racial demographics, although once implemented opposition ceased. The other remedy was voluntary integration through "alternative schools." There were five elementary schools and one middle school prior to the busing mandate. After much uncertainty, an alternative high school that offered intensified instruction that appealed to college-bound students opened in 1978 under the directorship of Dr. Tim Ilg.

Further Reading

Eibling Replies to Blacks, Columbus Dispatch, March 8, 1971, p. 1, 7

School Administration Decentralization Urged, Columbus Dispatch, April 24, 1971, p. 1

Bid for Black Teachers OKd, Columbus Dispatch, June 7, 1972, p. 55

Cols Board of Education Approves $76 Million Budget and Names Two Black Administrators as the New Principals of Racially Troubled Linden McKinley HS and Mohawk Jr-Sr HS, Columbus Dispatch, July 7, 1971, p. 1B

Desegregation ruling still divisive - Columbus Dispatch, The (OH) - December 1, 2010 - page 1B

Columbus Pupil Transfers from Columbus Triple in 5 Years, Columbus Dispatch, January 1, 1978, p. 5

https://www.teachingcolumbus.org/desegregation-of-columbus-schools.html

Conversations: Penick v. The Columbus Board of Education
https://www.youtube.com/watch?v=InyO2P8muXk

https://www.dispatch.com/story/news/2021/03/30/judge-robert-duncans-family-center-columbus-schools-desegregation/6963685002/

Spring of Dissent. https://library.osu.edu/site/dissent/

***Black Neighborhoods & Highways***

Columbus, Ohio was not exempted from the destruction the Federal Aid Highway Act of 1956 brought upon Black neighborhoods nationally. There has been recent attention dedicated to the home and business losses Black families and communities experienced due to highway construction in Columbus. Hanford Village and the King-Lincoln/Bronzeville (better known as Mount Vernon to many) neighborhoods are two historically Black neighborhoods in Columbus that experienced a range of negative outcomes due to highways plowing through them. After WWII, Hanford Village was a neighborhood designated for Black veterans to use the VA loan component of the G.I. Bill.

Further Reading
https://www.dispatch.com/in-depth/lifestyle/2020/12/03/black-columbus-ohio-homes-impact-highways-east-side/3629685001/

https://cura.osu.edu/projects/existing/ghost-neighborhoods#:~:text=Ghost%20Neighborhoods%20of%20Columbus&text=Planners%20of%20the%20system%20routed,demolished%20for%20these%20urban%20highways.

https://www.dla.mil/About-DLA/News/News-Article-View/Article/2500389/african-american-history-month-highlights-hanford-village-as-hidden-gem/

***Redlining & Home Ownership***

The creation of the government-sponsored Home Owners' Loan Corporation and the Federal Home Loan Bank Board during the 1930s catalyzed a deliberate system of housing discrimination throughout the nation, including Columbus, OH. The various civil rights groups that demanded equality of educational opportunity during the 1960s and 1970s were not necessarily advocating

for integrated schools. Equality did not automatically or always equate to integration for civil rights activists. The impetus for the demands were grounded in the fact that residential neighborhoods in Columbus were racially segregated and the schools in the segregated Black neighborhoods did not receive equal funding and resources.

Further Reading

Himes, J. S. “Forty Years of Negro Life in Columbus, Ohio.” *The Journal of Negro History* 27, no. 2 (1942): 133–54. https://doi.org/10.2307/2714730.

https://www.arcgis.com/apps/StorytellingTextLegend/index.html?appid=119c53e377864e8b83f932fe56ab3946

https://www.wosu.org/show/all-sides-with-ann-fisher/2022-10-13/the-legacy-of-redlining-in-the-u-s-and-columbus

https://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/does-the-negro-need-seperate-schools.pdf

## III. Civil Rights Events & Legislation Timeline

1863 President Lincoln issues the Emancipation Proclamation

1865 Thirteenth Amendment ratified

1865 Black Codes enacted & Reconstruction begins

1866 Civil Rights Act of 1866

1868 Fourteenth Amendment ratified

1870 Fifteenth Amendment ratified

1875 Civil Rights Act of 1875

1877 Reconstruction ends

1896 *Plessy v. Ferguson*

1898 Wilmington, NC riot

1909 NAACP is founded

1910 National Urban League is founded

1917 East St. Louis and Houston race riots

1919 Chicago race riot

1919 Pan-African Congress meets in Paris

1921 Tulsa, OK race riot

1923 Rosewood, FL massacre

1925 A. Philip Randolph founds the Brotherhood of Sleeping Car Porters

1926 Carter G. Woodson established Negro History Week

1931 “Scottsboro Boys” are arrested

1932 The Tuskegee experiment begins

1932 *Powell v. Alabama* (Scottsboro Boys) is decided

1934 W.E.B. Du Bois resigns from the NAACP

1936 Mary McLeod Bethune named director of the Division of Negro Affairs

1937 William Hastie is named first Black federal judge

1941 A. Philip Randolph organizes March on Washington Movement

1941 Tuskegee Airmen squadron formed

1942 Congress of Racial Equality (CORE) is founded in Chicago, IL

1944 Adam Clayton Powell Jr. is elected to U.S. House of Representatives (Harlem)

1945 W. E. B. Du Bois, Mary McLeod Bethune, Walter White, and Ralph Bunche attend United Nations founding

1947 *Mendez v. Westminster* is decided

1948 President Truman's Executive Order 9981 desegregates the military

1950 *Sweatt v. Painter* is decided

1950 *McLaurin v. Oklahoma* is decided

1952 Colonel Benjamin O. Davis Jr. is appointed commander of the 51st Fighter Interceptor Wing in Korea

1954 *Brown v. Board of Education* is decided; declares "separate but equal" doctrine unconstitutional

1955 *Brown II* decision

1955 Emmett Till is lynched in Money, Mississippi

1955 Rosa Parks is arrested for refusing to move to the back of the bus; Montgomery Boycott begins

1956 *Gayle v. Browder* is decided (ends segregation in intrastate travel)

1957 Civil Rights Act of 1957

1957 Federal Troops enforce integration of Little Rock, Arkansas's Central High School

1957 Southern Christian Leadership Conference founded

1960 Sit-in at Woolworth lunch counter in Greensboro, North Carolina

1960 Student Nonviolent Coordinating Committee is founded

1960 JFK is elected; Black vote was critical

1961 President Kennedy appoints Thurgood Marshall the Second Circuit Court of Appeals

1961 Freedom Riders attacked in Alabama and Mississippi

1962 James Meredith desegregates the University of Mississippi with federal support

1963 Medgar Evers is murdered

1963 March on Washington for Jobs and Freedom/Dr. Martin Luther King Jr. delivers "I Have a Dream" speech

1963 President Kennedy is assassinated

1963 Ku Klux Klan bombs 16th Street Baptist Church in Birmingham, AL, killing four Black girls

1964 Twenty-fourth Amendment is ratified; outlaws poll taxes

1964 James E. Chaney, Michael Schwerner, and Andrew Goodman are murdered in Mississippi

1964 Civil Rights Act of 1964 enacted

1965 Voting Rights Act of 1965 enacted

1965 Malcolm X assassinated

1965 Watts uprising

1966 Black Panther Party formed; Stokely Carmichael coins "black power" slogan

1966 Edward William Brooke elected first Black U.S. Senator (MA)

1967 Uprisings in Newark, NJ and Detroit, MI

1967 Thurgood Marshall confirmed first Black U.S. Supreme Court justice

1967 Carl Stokes elected mayor of Cleveland, OH and Gary Hatcher elected mayor of Gary, IN

1968 Kerner Commission releases report

1968 Orangeburg, SC massacre

1968 Dr. Martin Luther King, Jr. assassinated

1968 Robert Kennedy assassinated

1968 Shirley Chisolm is first Black woman elected to the U.S. House of Representatives

1968 First Black Studies program starts at San Francisco State University

1969 Black Panther leaders Fred Hampton and Mark Clark killed in Chicago during police raid

1970 Kent State killings

1970 Jackson State killings

1970 Angela Y. Davis placed on FBI's Ten Most Wanted list

1971 School busing for integration begins

1972 Barbara Jordan is first Black woman elected to U.S. House of Representatives in the South

1972 Shirley Chisolm first Black presidential candidate on major party ticket

1973 Thomas Bradley elected mayor of Los Angeles

1973 Coleman Young elected mayor of Detroit

1973 Maynard Jackson elected mayor of Atlanta

1975 Antibusing protests in Boston

# IV: Discussion Questions & Research Activities

## DISCUSSION

### *Reflective Questions*

What are some films about schools or education that you have seen? Which ones do you like and why? *Shutdown* is a documentary. Imagine that you are a movie producer. How would you go about making this a blockbuster movie (one produced by a major studio)?

### *Critical Thought Questions*

Why do you think inanimate objects as flags, statues, monuments can make people so angry and defensive? If you had to write about a personal object that you felt was linked to your identity as a student, member of your family, or member of an organization, what would that object be? Why?

### *Big Picture Question*

Students in the 20th and 21st centuries have a greater voice than what they had in earlier centuries. How and why have student voices affected some of the following areas: cafeteria food; extracurricular activities; in-school social clubs; and the academic curriculum?

## RESEARCH

1. Interview someone who lived during the same time as the film.

2. Research the role arts played in political activism during the time of the film or during a different social movement.

3. Research what efforts have been made to correct a specific civil rights atrocity that originally went without punishment.

4. Read a novel, play, or poem about a historical civil rights event and research the recorded facts about the real-life event; analyze the similarities and differences.

5. Visit a civil rights museum or historical site of a major civil rights event and write about how you feel in that space as you reflect upon the past event.

6. Using the film's website or the images from this Guide's Appendix, find a photograph or select a scene from the film to write a reflection about how that specific image makes you feel.

7. Select one of the full-length interviews on the film's website and after listening to it in its entirety write a dramatic scene for a film or play that focuses a specific aspect of the selected interview.

8. For every event, there are different points of view. Some argue that understanding another person's point of view helps in solving problems. Select two opposite points of views and write a short letter from both points of view: For example, Black parents who were proud that their children participated in lobbying for Black Studies classes vs. Black parents who were concerned that such participation would hurt their children's chances

for college or a job; White parents who were proud that their children stood by their Black friends vs: White parents who were angry that Black children's concerns had disrupted the academic year; a Black student leader who eagerly participated in the protest vs. a Black student leader who had reasons to be reluctant to be caught up in the situation; a White student who was eager to bring groups together vs. a White student who did not like the way the student population had become more diverse. Was this exercise difficult? How so?

# Appendix: Photographs

*Courtesy of the Columbus Metropolitan Library Digital Collection

School Board Protest, 1971
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/5773/rec/9

School Board Protest—Racism in Schools, 1971
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/5803/rec/11

Protect the Children, 1970
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/1591/rec/12

School Board Protest, Ohio Supreme Court Building, 1971
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/5694/rec/28

MLK Display @ School, 1971
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/1024/rec/8

Clarence Lumpkin ("The Mayor of Linden")
https://digital-collections.columbuslibrary.org/digital/collection/african/id/14189/rec/39

Bill Moss (Radio host & future Columbus Public Schools board member)
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/67/rec/1

Les Brown (Radio DJ)
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/5114/rec/11

Gene Harris & Mayor Coleman (Harris is a c/o '71 graduate of LMHS and past Superintendent of Columbus City Schools)
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll28/id/4475/rec/10

Jack Gibbs, Principal at East HS (wouldn't let his students join the march—East was an all-black HS and avoided the racial unrest at most other high schools)
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/5230/rec/155

Huey P. Newton (article just calls him "Black Panther guest)
https://digital-collections.columbuslibrary.org/digital/collection/kingarts/id/6805/rec/8

Linden Branch of Columbus Metropolitan Library
https://columbusneighborhoods.org/photograph/columbus-metropolitan-library-linden-branch-2/

KFC on 5th Avenue
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/6905/rec/39

Hudson Street
https://digitalcollections.columbuslibrary.org/digital/collection/p16802coll19/id/1330/rec/3

https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/3463/rec/3

https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/3358/rec/21

https://digital-collections.columbuslibrary.org/digital/collection/memory/id/79525/rec/6

https://digital-collections.columbuslibrary.org/digital/collection/memory/id/79428/rec/9

Linden Homes
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/4270/rec/7

https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/5379/rec/2

https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/4361/rec/10

https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/4372/rec/12

https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/4250/rec/6

https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/5343/rec/36

St. Stephens Community House (on Cleveland Ave., and later 17th Ave.)
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/7262/rec/46

Gas Station @ Cleveland Ave. & Oakland Park (North Linden/white Linden)
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/3422/rec/1

Gas Station @ Cleveland Ave. & 11th Ave. (South Linden/Milo Grogan/Black Linden)
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/3271/rec/7

Corner of Cleveland Ave. and E. 25th Ave, 1971
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/5119/rec/13

Highway Entrance Ramp @ 17th Avenue (South Linden)
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/7433/rec/12

https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/8377/rec/4

Linden industrial plants (aerial)
https://digital-collections.columbuslibrary.org/digital/collection/p16802coll19/id/8449/rec/5

Linden Elementary Schools
https://digital-collections.columbuslibrary.org/digital/collection/african/id/635/rec/36