

# Lesson Eight

Decade Eight: 1970 - 1980

## African American Mayors

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### Summary of Topic:

African American mayors faced a multitude of problems of decaying inner cities, "white flight" (an exodus of whites from cities to suburbs), a dwindling tax base, violent crime, and diminishing federal support for social programs, many African-American mayors also encountered hostility from their own political parties, city councils, and police departments.

"Black mayors opened up the American political process in ways that nobody ever imagined, not only for black citizens, but for other minorities as well," said David Colburn, University of Florida provost, historian and co-author with U of F history professor Jeffrey Adler of the new book "African American Mayors: Race, Politics and the American City" (University of Illinois Press, 2001).

"Between 1973 and 1990, there was a huge increase in the election of black mayors from the smallest cities in the nation to the largest," he said. "At one time or another, black mayors were elected to all of the largest cities in the U.S., from New York to Los Angeles to Atlanta to Seattle."

The number of American black mayors grew from two in 1968 - Carl Stokes in Cleveland and Richard Hatcher in Gary, Ind. -- to 48 in 1973 and 316 in 1990, Colburn said. Most were men. Only four of the 67 black mayors profiled in the book were women. As of 2004 there are 531 American black mayors.

**Grade Level:** Middle/High School

**Subject:** Social Studies

**Topic:** Decade Eight: 1970 - 1980

## African American Mayors

### Standards:

#### USA- Nat. Council for Social Studies: Nat. Standards for Social Studies Teachers

*Standard A1: Thematic Standard: Culture and Cultural Diversity*

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

*Type of Expectation: Teacher Expectations*

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity. They should enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;

*Expectation:* assist learners to apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;

*Expectation:* encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;

*Expectation:* enable learners to give examples and describe the importance of cultural unity and diversity within and across groups

*Expectation:* have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

*Expectation:* guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;

*Expectation:* have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems

### **Standard A9: Thematic Standard: Global Connections**

Social Studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

*Type of Expectation:* Teacher Expectations

*Expectation:* enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

*Expectation:* help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations

*Expectation:* provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community

*Expectation:* have learners illustrate how individual behaviors and decisions connect with global systems.

### **Objectives:**

- Students will gain an understanding of running a successful campaign and what it takes to do this.
- Students will gain an understanding of the lives of American black mayors and what it took to get elected.
- Students will gain an understanding of how these mayors impacted their own lives today.

### **Essential Question:**

- How does an election campaign team get its candidate elected?

### **Content questions to consider for this lesson?**

1. What were the major events happening during this time period?
2. Who were the African-American leaders of this time period?
3. What was popular: music, books, famous people, art?
4. What problems were African-Americans faced with?
5. What were the positive outlooks during this time period for African-Americans?

### **Culturally Responsive Resources**

#### *Web Resources*

<http://afroamhistory.about.com/>  
<http://www.toptags.com/aama/>  
<http://www.kn.pacbell.com/wired/BHM/AfroAm.html>  
<http://www.loc.gov/exhibits/african/intro.html>  
<http://blackquest.com/link.htm>  
<http://www.blackhistory.com/>  
<http://asalh.org/>

## Lesson Plan Activity

### a. Summary of Activity

Your students' tasks for this project are to develop a campaign for student council in their school. They will be part of a team and work to elect one of their classmates to the school's student council. The class will be divided into teams and each team member will have a role and responsibilities listed below. Each team of four will need to consider the questions listed below and how they will best answer these questions.

*As the teacher you will assign the teams and help with the roles.*

Before beginning this project it is suggested that the teacher bring in politicians from various race/ethnicities. They will talk about how they ran successful campaigns and how their race/ethnicity played a part in their campaign or did not have any bearing on their campaign.

### b. Procedure

#### Election Campaign Project

Your tasks for this project are to develop a campaign for student council in your school. You will be part of a team and work to elect one of your classmates to the school's student council. Your class will be divided into teams and each team member will have a role and responsibilities listed below. Your team of four will need to consider the questions listed below and how you will best answer these questions.

*Your teacher will assign the teams and help with the roles.*

- What will you need to do to be successful at this?
- What tools will benefit the campaign?
- What are characteristics of a successful candidate?
- Does popularity play into who gets elected?
- Does race/ethnicity have anything to do with getting elected?

#### Your roles will be defined as:

##### Campaign Manager

Your candidate has placed the campaign in your hands. You will make sure that all of your team is focused on the goal of getting your candidate elected. You will conduct research and keep a daily log of that research to keep track of what you need to know and what you have discovered (this will be submitted to your teacher at the end of the project and will be a large part of your final grade). You must plan and conduct your team's strategy meetings. These meetings will be critical in developing your campaign strategies from your research. Because each of your fellow teammates has a different research focus, your role is critical to keeping everyone talking to each other.

##### Situation Manager

The candidate is relying on your ability to uncover information and tell it like it is. You've been asked to focus on the current situation of your campaign. Check both Internet and library resources to find information. As you know, political candidates are judged by their knowledge of current issues and events and their sound bytes to the press. Your job is to keep both your candidate and your teammates well informed on the current issues. Take notes and submit them to your Campaign Manager daily. As an expert researcher you realize the importance of keeping track of your resources. Use the resource log to track your search. In your resource log take the time to take detailed notes as you work on your task. Record facts, new questions, new ideas, things to discuss as you work. This will give you a place to start when asked to share with your group in meetings and when putting together your final product. Also list in your resource log facts, additional questions, new ideas and points to discuss.

##### Public Relations

Your job is to persuade people and compel them to change. You've been asked to focus on the rationale for change for your candidate. You will need to be in communication with your teammates as you look for ways to get your candidate elected based on the reform you plan. Politicians need to make their policies personal by telling stories or attaching a face to the issue. You have the critical role of finding these compelling stories. You will want to find personal anecdotes which can be used in your campaign. Take notes and submit them to your Campaign manager daily. As an expert researcher you realize the importance of keeping track of your resources.

Use the resource log to track your search. In your resource log take the time to take detailed notes as you work on your task. Record facts, new questions, new ideas, things to discuss as you work. This will give you a place to start when asked to share with your group in meetings and when putting together your final product. Also list in your resource log facts, additional questions, new ideas and points to discuss.

### **Political Strategist**

The candidate is counting on your ability to solve the critical issues of the campaign. You've been asked to focus on possible solutions and ideas for reform in the area your team has been assigned. You will need to keep in constant communication with your teammates as they will keep you informed of the issues and concerns they uncover in their research. During team planning meetings the campaign manager will expect you to have many possible solutions to offer. Understand that as a group you will be narrowing this list. Once your teammates have helped you select a reform proposal to run with, begin developing the details of this plan. You may want to anticipate questions the public and other candidates will have about your plan as you are well aware, political candidates are judged by the merits of their ideas and the thoroughness of their plans. Your job is to make both your candidate and your teammates look good. Take notes and submit them to your Team manager daily. Keep track of all your ideas. Use this Resource Log. You may need to refer back to it later. In your resource log take the time to take detailed notes as you work on your task. Record facts, new questions, new ideas, things to discuss as you work. This will give you a place to start when asked to share with your group in meetings and when putting together your final product. Also list in your resource log facts, additional questions, new ideas and points to discuss.

Your team will need to create all of the necessary materials to launch a successful campaign. These can consist of: a campaign slogan, campaign brochures, campaign advertising, a video to be played on morning announcements (if you only have announcements done over an intercom system, you may choose to do an audio format with music). Your final presentation will use PowerPoint to incorporate all of the products for this project and create a compelling presentation to convince students that they should vote for your candidate.

Your teacher will be giving you time in class to work on this project. When that happens your team will be working on several things.

### **Planning**

You will need to decide how you will use your time each day. Some of these decisions will be dictated by your role within your group. Some of these decisions will be dictated by the Campaign Manager to make best use of everyone's time and talent. Some of these decisions will be dictated by your teacher. However, you should be able to answer the following questions at any time during this project:

- Who is working on what?
- Who needs help?
- How does this relate to your final project?

### **Researching**

Your team will be researching various aspects of your campaign. You will need to access information on the web and check out books in your media center

Look for answers to the following questions:

- What issues are important to your school?
- Does popularity play a role in who is elected in your school elections?
- What issues could create change in your school?

### **Meeting**

*When you meet with your team you will need to decide:*

- What questions were answered during the last working session?
- What does each team member need to know today?
- What does each team member have to do today?
- Where does this fit in with the plans?
- Who needs more help?
- What will our products be?
- How will what we are doing help reach our goals for that product?
- How will we present our product to the class?

## Practice

When you have finished your product you will need to practice your PowerPoint presentation. Keep the following tips in mind:

- Which students have a part in your presentation?
- Is your message clear and compelling?

## Materials Needed

Access to the Internet  
Library books of African American leaders/mayors  
Microsoft Word or other word processor  
Microsoft PowerPoint or presentation software

## Time Needed

This will vary and will need to be determined by the teacher

### c. Differentiated Instruction Ideas (engaging students with disabilities):

- Students may help prepare campaign materials by making buttons, flyers, posting signs.
- The students may be responsible for counting votes.
- The students may be responsible for conducting a pre-polling event. The student can ask a teacher-prepared question to their fellow students, such as "what issues are important to you during this campaign?". The results can be used by the campaign to target and address these ideas.
- Student can make a PowerPoint presentation - they can select the theme, template, and graphics.
- Student should be able to access an audio switch in order to tape, or play, the presentation.
- Student can become the "Google Master" - serving as the search engine point person on the internet.

### d. De-Briefing

1. What communities did these mayors come from?
2. Why did they want to become involved in local politics?
3. What goals did they establish for their cities?

### e. Assessment

#### Evaluation/Assessment:

<b>Content</b> 48 pts.	<b>Logic</b> 60 pts.	<b>Accuracy</b> 64 pts.	<b>Quality</b> 20 pts.	<b>Creativity</b> 8 pts.
Title matches topic and proposal 6pts	Proposal is realistic and uses specific data found in your research 36pts	Historically Accurate 32pts	Pleasing Product 4pts	Unique ideas expressed 4pts
Slides match topic and proposal: if you use graphics and sounds they must relate to the topic 8pts	Proposal is explained clearly 12 pts	No spelling errors 8pts	Good use of design on slides 4 pts	Presentation is very unique and different from other presentations 4pts
Proposal is supported 12pts	Proposal is specific to topic 12pts	Evidence of editing 6pts	Legible and clear 4pts	
More than two references 12pts		Grammatically correct 8pts	Images and sounds make ideas clearer and do not distract audience from the message 8pts	
Sources listed on final slide (at least 5) 10pts		Sources are correctly cited 10 pts		