

# student activity 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Now Hear This**  
In small groups, jot down moments that stand out to you while listening to the audiobook. Use the space below to organize your listening notes. Feel free to check in with each other while listening, making sure to return your attention back to the book so you don't miss anything!

**Inner world:** What are some feelings and reflections shared by Mayor Ras Baraka? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Outer world:** What inspired Mayor Ras Baraka? What advice did he get? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Art Forms & Artists	Major Events	Activism	Politics

# student activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_

## Resource Articles

**With your group, read the articles and newspaper clippings assigned to you by your teacher and take notes about what you read.** You will use these notes for the project later on.

### I-280 & The Effects of Urban Renewal

#### Article 1: Route 280 Project Looks at Downside of Highway (*excerpt*)

by Di Ionno, NJ Advance Media for NJ.com Jul. 31, 2016

What are not seen are the dozens of streets that once crossed West Orange, Orange, East Orange and Newark, and now dead end at the interstate or its access road, Freeway Drive, east and west. More invisible are the thousands of homes and businesses that were condemned and demolished to make way for the road – and the culture and local identity they took with them.

What remains visible are the scars. Almost 50 years after the highway's completion, people still mourn the impact it has had on their hometowns.

The 1956 Federal Aid Highway Act, sold to the public as necessary for Cold War defense and – God forbid! – evacuation, funded 42,800 miles of interstate highways, linking major cities and turning outlying rural communities into suburbs.

In many cities, highway planners took the path of least resistance – buy up the cheapest properties from the people least able to fight them. “Systematic decisions targeted people of low income, people of color and immigrants ...”.

#### Article 2: The Interstate Highway System (*excerpt*)

by History.com Editors, Jun 7, 2019

When the Interstate Highway Act was first passed, most Americans supported it. Soon, however, the unpleasant consequences of all that roadbuilding began to show... They displaced people from their homes, sliced communities in half and led to abandonment and decay in city after city.

People began to fight back... During the 1960s, activists in New York City, Baltimore, Washington, D.C., New Orleans and other cities managed to prevent roadbuilders from eviscerating their neighborhoods. (As a result, numerous urban interstates end abruptly; activists called these the “roads to nowhere.”)

In many cities and suburbs, however, the highways were built as planned. All told, the Interstate Highway System is more than 46,000 miles long.

# student activity 2

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## Resource Articles

With your group, read the articles and newspaper clippings assigned to you by your teacher and take notes about what you read. You will use these notes for the project later on.

## I-280 & The Effects of Urban Renewal

### Article 3: Newspaper clipping

**Feb. 8 Magic Date:**

## *State To Start Paying Tenants Forced To Move By Freeway*

Tenants living in homes which will be swept away by the East-West Freeway will be hearing from Santa Claus a little early this year.

The State Highway Commission will commence payments soon of up to \$200 per family to those forced to move.

Only those who moved after February 8 will be eligible to receive the special payments.

Businesses forced to vacate premises they did not own, after February 8 will also receive payments, some as high as \$3,000.

The cutoff date of February 8 was set by the Highway Department's legal staff after the passage of Assembly bill A-818. Although the measure was passed by the Legislature on January 8 and signed by the Governor on January 10, the cutoff date for moving is still February 8.

Until this bill was passed, relocation aid was given only to families and businesses in premises which had to be vacated due to urban renewal clearance. If you lived on the path of a highway, it was tough for you, unless you owned the property.

On October 23, 1962, however, Congress passed the Federal Aid Highway Act, which provided for financial assistance to anyone in the right-of-way of a federally aided highway project.

There are at least a score of families who moved out before the February 8 cutoff date. A spokesman for the Highway Department said there was an outside possibility that in "special cases" provisions might be made for aiding some of these, but he held out little hope.

## *n Aiding People*

# student activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_

## Resource Articles

**With your group, read the articles and newspaper clippings assigned to you by your teacher and take notes about what you read.** You will use these notes for the project later on.

## The Newark Uprising of 1967

**Article 1: The Newark Race Riots 50 Years On: Is the City In Danger of Repeating the Past?** *(excerpt)*  
by Siddhartha Mitter in Newark. July 11, 2017, for theguardian.com 6

On 12 July 1967, a man named John Smith steered his taxi around a double-parked police car on a Newark street. It was a hot Wednesday in the Central Ward... The cops took offence at Smith's maneuver. They stopped him, pulled him from his cab, and beat him. Then they took him to the Fourth Precinct and beat him some more.

Smith was Black; the cops were white. The Great Migration and white flight to the suburbs had flipped Newark's demographics, turning it majority-black by the early 1960s. The power structure, however, was still controlled by the old machine. The police force was almost all white. Brutality was the norm. "People had been getting the crap beaten out of them for years," says community activist Richard Cammarieri, who grew up in one of the Central Ward's remaining white families. A change was due.

A crowd formed at the precinct, opposite the Hayes Homes, a 13-story public housing block built in the 1950s but slipping into disrepair. The doctrine of urban renewal, fueled by federal dollars, had planted a forest of projects – Scudder Homes, Stella Wright Homes, Columbus Homes – so dense that it earned Newark a nickname: Brick City. Now the state wanted to build a medical school on 120 acres of the Central Ward. Many suspected it was part of a plan to drive away black residents.

Activists tried to calm the scene and organize a picket line, maybe a march to City Hall. A rumor spread that Smith was dead. "This time, the angry crowd didn't go away," writes activist Junius Williams, who was a Yale law student at the time, spending summers in Newark providing legal services. "This time, they didn't listen to the leaders who urged non-violence." Someone threw a firebomb. The Newark riots had begun.

**Article 2: Five Days of Unrest That Shaped, and Haunted, Newark** *(excerpt)*  
by Rick Rojas and Khorri Atkinson, July 11, 2017, for NYTimes.com

Has it recovered? Not completely. There are still some emotional trauma and other things we haven't recovered from and social conditions that led to the rebellion itself. And it hasn't been fully addressed. Some of the physical and economic circumstances, while they're not exactly the same as it was, there are vestiges of it and we've been moving very rapidly to eliminate all of it.

Obviously, some things that exist now didn't exist then that played into why something like that would not happen again. We don't have a predominantly white Police Department anymore. You have a predominantly Black and brown Police Department – in leadership positions. You still have issues. But some of those officers come from the city of Newark. Their families are here. Those are the things that changed.

*continued on the next page...*



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## Resource Articles

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## The Newark Uprising of 1967

### Article 2: Five Days of Unrest That Shaped, and Haunted, Newark *(continued)*

There's the social sector of the community that is basically controlled by black and brown people, so that kind of helps mitigate the conditions. But the underlying circumstances that create poverty and homelessness have not completely gone or been addressed adequately. That's our job to try to get that done.

Even though we're having all these programs to talk about the 50-year anniversary of this rebellion, there hasn't been any real conversation in New Jersey. Most of those folks have left the city. There has been no conversation with those in the suburbs and those in the city to talk about what caused [the riots], which I think would lead to a deeper discussion about equality in America.

### Article 3: Newspaper clipping

**Newark Negroes Hurl Rocks At Police Station, Loot Stores**

NEWARK (AP) — Negroes hurled rocks and firebombs at a police station and demonstrated at City Hall last night and early today after a Negro taxi driver was arrested on a charge of assaulting an officer.

The rampaging crowd, estimated by police at 200 persons, shattered windows in 15 stores near the police station. During the outburst, two liquor stores, two lunch-conettes and a supermarket were looted.

A supermarket window had what looked like three bullet holes, but police said no shots were fired to their knowledge. Officers were issued helmets during the siege but Police Director Dominick Spina kept policemen inside the building while he and representatives of the city's antipoverty agency tried to calm the crowd.

Spina called it the most serious incident of his 24 years on the force.

About 80 persons later went to City Hall but left after police issued tickets to the double-parked taxicabs and cars the demonstrators rode there.

Two policemen were treated for cuts and bruises received from flying objects. Spina said one will be out for a month.

Peace prevailed today without any direct confrontation of police and protesters. Helmeted officers patrolled streets to enforce the calm.

Last Saturday, 19 persons were hurt in a street brawl between police and Negroes, identified as Black Muslims, on the street dividing Newark and East Orange.

The area between downtown Newark and East Orange is predominantly Negro. Newark's population of more than 400,000 is more than 50 per cent Negro.

"Under the pressure of protest and the tempo of social change, we're being compressed in a pressure cooker," said James I. Threatt, Negro head of the city Human Rights Commission, earlier this year.

"Spina called the latest disturbance 'an isolated incident; teen-agers gathered and were incited. We don't know who incited them.'"

He said an "official inquiry" will be made into the incident and announced Mayor Hugh Addonizio will meet later with civil rights leaders.

Firemen summoned to a car fire near the police building were met with rocks.

At least three firebombs — volatile liquid in bottles — were hurled. One hit a police car but did not ignite.

Spina said a crowd gathered after the taxi driver, John W. Smith, 40, was arrested on a charge of assaulting a police officer. He said a false report of Smith's death fanned the protest, which was calm until shortly before midnight, when rock throwing began.

**Auto Sales Show Gain**

DETROIT (AP) — The nation's automakers, gearing down for the changeover to production of 1968 models, found sales up eight per cent in the first 10 days of July compared to the same period a year ago.

Reports today showed all four companies had sales jumps ranging from slightly less than one per cent at Ford Motor Co. to 13 per cent at tiny American Motors Corp.

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## Resource Articles

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## Apartheid In South Africa

### Article 1: Apartheid (*excerpt*)

by History.com Editors, Updated: Nov 2, 2022, Original: Oct 7, 2010

Hendrik Verwoerd, who became prime minister in 1958, would refine apartheid policy further into a system he referred to as “separate development.” The Promotion of Bantu Self-Government Act of 1959 created 10 Bantu homelands known as Bantustans. Separating Black South Africans from each other enabled the government to claim there was no Black majority and reduced the possibility that Blacks would unify into one nationalist organization.

Every Black South African was designated as a citizen as one of the Bantustans, a system that supposedly gave them full political rights, but effectively removed them from the nation’s political body.

In one of the most devastating aspects of apartheid, the government forcibly removed Black South Africans from rural areas designated as “white” to the homelands and sold their land at low prices to white farmers. From 1961 to 1994, more than 3.5 million people were forcibly removed from their homes and deposited in the Bantustans, where they were plunged into poverty and hopelessness.

### Article 2: Nelson Mandela (*excerpt*)

by History.com Editors, Updated: Nov 2, 2022, Original: Oct 7, 2010

By 1961, most resistance leaders had been captured and sentenced to long prison terms or executed. Nelson Mandela, a founder of Umkhonto we Sizwe (“Spear of the Nation”), the military wing of the African National Congress, was incarcerated from 1963 to 1990; his imprisonment would draw international attention and help garner support for the anti-apartheid cause.

On June 10, 1980, his followers smuggled a letter from Mandela in prison and made it public: “Unite! Mobilize! Fight on! Between the anvil of united mass action and the hammer of the armed struggle we will crush apartheid!”

Mandela was freed on February 11, 1990, after the Population Registration Act was finally repealed. In 1994, a new constitution took effect and Nelson Mandela was elected president of the country’s first multiethnic government.

# student activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_

## Resource Articles

With your group, read the articles and newspaper clippings assigned to you by your teacher and take notes about what you read. You will use these notes for the project later on.

## Apartheid In South Africa

### Article 3: Newspaper clipping, 1991

For over three decades, South Africans of all races organized to overcome apartheid. Resistance took many forms peaceful demonstrations, protests and strikes to political action and armed resistance. Opposition to apartheid spread worldwide and became part of the missions of the Pan-African and Black Power Movements in the US.

Below is a clipping from *The SOWETAN*, 1991. Sowetan stands for a resident of Soweto, a township of the City of Johannesburg, South Africa.

Page 2

SOWETAN Thursday August 8 1991

## Teachers put 8 AUG 1991 chalks down

By NKOPANE MAKOBANE and Sapa

SCHOOLING came to a standstill yesterday when thousands of teachers - mostly members of the South African Democratic Teachers Union - took part in marches, pickets and rallies in major centres throughout the country.

The actions were part of the "National Day of Action" aimed at putting pressure on the Government to recognise the 10-month-old union, which claims a signed-up membership of 40 000.

The union was also protesting against the Government's "failure" to resolve the education crisis.

The union went ahead with the action despite an appeal by the Minister of Education and Training, Dr Stofel van der Merwe.

In Johannesburg, more than 10 000 teachers converged on the Johannesburg City Hall where they were

addressed by speakers from the National Education Coordinating Committee, the Congress of South African Trade Unions and Sadtu.

At 1 pm the teachers marched on the DET's Braamfontein offices, where they presented a memorandum and a letter addressed to State President FW de Klerk.

The memorandum gave the Government until the end of this month to respond "positively" to the teachers' demands.

The two documents were received by Mr Peet Fourie, DET's assistant chief director.

Many teachers were furious to learn that the chief director, Mr RR Motau, failed to turn up to personally receive the memorandum.

Addressing a media conference afterwards, Mr Ismail Valli of Sadtu's Southern Transvaal region said the organisation was proud that more than 10 000 teachers from all education departments were represented in the protest action.

Valli also pointed out that the action was not only directed at the DET, but other education departments as well.

He said the call for recognition was directed at the Department of National Education because "there is no point in negotiating teachers' problems with different education departments".

On the East Rand all secondary schools were deserted as hundreds of teachers stayed away to attend a protest rally in Johannesburg.

A DET spokesman confirmed a 100 percent absenteeism.



Posters and placards were dumped by angry teachers at the front door of the Department of Education and Training's offices in Braamfontein, Johannesburg, yesterday. This was during the South African Democratic Teachers' Union's "National Day of Action" to demand the recognition of the union.

Pic: MBUZENI ZULU

# student activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_

## Resource Articles

**With your group, read the articles and newspaper clippings assigned to you by your teacher and take notes about what you read.** You will use these notes for the project later on.

## Howard University & White Supremacy

**Article 1: The Washington Post: Why Howard University Exploded Last Week, March 12, 1989** (*excerpt*)  
by David Nicholson

E. Ethelbert Miller, the director of Howard's Afro-American Resource Center and a man who has been associated with the university for almost 20 years, offered this acid assessment of the university and the position of its president, James E. Cheek: "There is a feeling that this [Howard] is the plantation, and Cheek is the slave who has been put in charge while the master is away."

Seen in this context — of Cheek's need to walk the line between accommodation to the white power structure and service to the black community — his decision to nominate Republican National Committee Chairman Lee Atwater to the Howard University Board of Trustees begins to make sense.

Atwater is one of the more powerful figures in the Republican Party, a man with access to the president and, perhaps, some influence on Capitol Hill. Surely Cheek must have reasoned that Atwater's presence on the board might guarantee an increase in federal funding and access to conservative sources of money.

## Article 2: Major Figures

**Lee Atwater (1951-1991)** was a political consultant for the Republican Party. In 1989, Atwater was appointed to the Howard University Board of Trustees. As stated by Ras Baraka, students organized and revolted due to Atwater's appalling reputation.

When asked about the "Southern Strategy" in a 1981 interview, Atwater is recorded saying the following statement: "... 1968, opposition to the Voting Rights Act would have been a central part of keeping the South. Y'all don't quote me on this. You start out in 1954 by saying, 'N----, n-----, n-----'. By 1968 you can't say 'n-----' — that hurts you. Backfires. So you say stuff like forced busing, states' rights and all that stuff. You're getting so abstract now you're talking about cutting taxes, and all these things you're talking about are totally economic things and a byproduct of them is blacks get hurt worse than whites... I'm saying that if it is getting that abstract, and that coded, that we are doing away with the racial problem one way or the other. You follow me — because obviously sitting around saying, 'We want to cut this,' is much more abstract than even the busing thing, and a hell of a lot more abstract than 'N----, n-----'. So, any way you look at it, race is coming on the back-burner." (*Perlstein, 2012*).

**David Duke** founded a subgroup of the KKK called Knights of the Ku Klux Klan in 1974 and has been active in the white supremacist movement ever since. Nationally known for promoting racist, antisemitic and xenophobic agendas, he made many attempts at running for office and was elected to congress (Louisiana) serving from 1989 to 1992. In 2016, Duke endorsed Donald Trump for president — an endorsement that Trump was at first very hesitant to disavow (deny support). A 2021 article by Ja'han Jones (msnbc.com) reveals: In October [2021], the liberal watchdog group Media Matters shared audio clips from



# student activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_

## Resource Articles

With your group, read the articles and newspaper clippings assigned to you by your teacher and take notes about what you read. You will use these notes for the project later on.

## Howard University & White Supremacy

### Article 2: Major Figures *(continued)*

Duke's podcast (yes, even he has a podcast) in which the former KKK grand wizard boasted that his own failed political campaigns inspired ideas Trump championed during his presidency.

"Trump really knows what his movement is based on," Duke said. "You know, [Trump] had to know that I ran my campaigns primarily on the immigration issue, on fair trade issues, on the issues of preserving American culture, on stopping the replacement of European Americans — which people are all talking about now."

### Article 3: Rally Poster

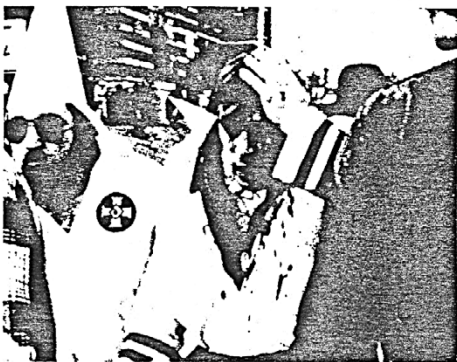
International Committee Against Racism (InCAR) • Progressive Labor Party

# Smash the KKK

## Shut down David Duke

**Thursday, March 28, 1991 • 5:45 PM**

Old South Meeting House: 310 Washington Street, Boston  
(by Woolworth's at Downtown Crossing)



Klansmen get what they deserve from hundreds of workers and students organized by InCAR.

David Duke, "former" head of the Knights of the Ku Klux Klan, and currently a Louisiana State Senator, will be attempting to speak on Thursday the 28th. Duke is a racist who attempts to blame the economic problems workers face on black workers and immigrants.

Duke helps the rich rulers of the U.S. "divide and conquer" the working class so that they can continue with the cutbacks and layoffs. The depression and lousy conditions affect all working people. InCAR believes in multi-racial unity in order to fight racism and fight back against the cutbacks and unemployment.

We say "no free speech for fascists". We have tangled with DuKKKe before — what he and the KKK fear most is the organized strength of thousands of workers and students — asian, latin, black and white — determined to stop them. Please join us and bring everyone you know.

**Smash racism!**  
**Build multi-racial unity!**

**Call 864-6781 for info.**

Copy this flyer.... pass it on.... tell your friends!



Audible Original: *The Book of Baraka*

audible 

arts  
education  
**njpac**  
discover. create. grow.

# student activity 3

Name \_\_\_\_\_ Date \_\_\_\_\_

## Six Word Stories

A six-word story is to the point, creative and impactful. Your story will have three chapters – each consisting of only two words. **Follow the prompts below to get started.**

### Step 1: Word Bank Brainstorm

In *The Book of Baraka*, the following was stated by Mayor Ras Baraka at in episode one and emphasized in episode three: “What do we want? What do we need? How do we get it?”

**In the table below, write down words that come to mind for each prompt.  
Write as many words as you can without thinking about it.**

What I Want	What We Need	How Do We Get It

**Next, circle two words from each prompt that resonate with you the most.**  
Do those words pair well together? If not, consider trading a word for another.

# student activity 3

Name \_\_\_\_\_ Date \_\_\_\_\_

## Six Word Stories

A six-word story is to the point, creative and impactful. Your story will have three chapters – each consisting of only two words. **Follow the prompts below to get started.**

### Step 2: Revising

Use the table below to brainstorm the following grammar tools in order to make your lines more impactful.

Revise the two words you've chosen from each prompt in ways that make the most sense to you.

See the example below.

**Example words:** inspire + happy

#### Grammar tools:

**Change the Tense**

inspire — *inspired*

or

**Change the Suffix**

inspire — *inspiring*

or

**Make an Adverb**

happy — *happily*

or

**Make a Noun**

inspire — *inspiration*

or

**Add a preposition**

(by, in, from, etc.) or  
an article (the, is, etc.)

**Final results:** inspire + happy = *happiness is inspiration*

What I Want	What We Need	How Do We Get It

# student activity 3

Name \_\_\_\_\_ Date \_\_\_\_\_

## Six Word Stories

**Step 3: Write out the final draft of your story and read it aloud.** How does it sound?

Would you like to make any revisions? Revise as you see fit.

What I Want	What We Need	How Do We Get It

### Final Draft

What I want: \_\_\_\_\_

What we need: \_\_\_\_\_

How do we get it: \_\_\_\_\_

\_\_\_\_\_



# student activity 4

Name \_\_\_\_\_ Date \_\_\_\_\_

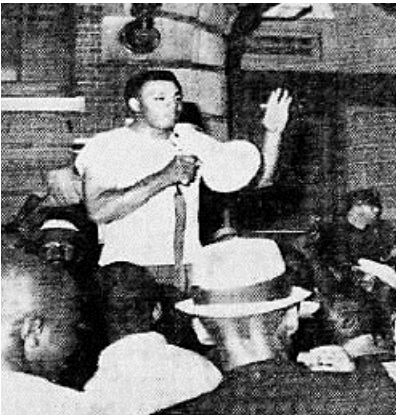
## Free Write Prompts

Free writing is an exercise where you write down your thoughts quickly and continuously. You don't need to worry about grammar, spelling, structure or form. **Use the following prompts to get you into free writing as quickly as you can without overthinking.**

**Writing Prompt:** As fast as you can, give these acronyms new meanings

LOL _____	SUV _____
WYD _____	UFO _____
SMH _____	CIA _____
IRL _____	USA _____

**Visual Prompt:** Look at these images from the Newark Rebellion in 1967 and Black Lives Matter protests in 2022 and write the first thoughts that come to your mind.



# student activity 4

Name \_\_\_\_\_ Date \_\_\_\_\_

**Free Write Prompts**

Free writing is an exercise where you write down your thoughts quickly and continuously. You don't need to worry about grammar, spelling, structure or form. **Use the following prompts to get you into free writing as quickly as you can without overthinking.**

**Audio Prompt:** Scan the qr code to listen to the introduction of Lauryn Hill's album, The Miseducation of Lauryn Hill, featuring Mayor Baraka. Write down your thoughts below.



or visit: [youtube.com/watch?v=c5v6s0vUbXY](https://youtube.com/watch?v=c5v6s0vUbXY)

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**Literary Prompt:** Read the quote below and write your thoughts or reactions in the space provided.

*“You have to fight for democracy and equality because you’re a citizen of this country and deserve what everyone else gets. But you also should fight for self-determination, the right to define yourself, govern yourself, name yourself, have your own institutions.”*

— Mayor Ras Baraka quoting his father, Amiri Baraka

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