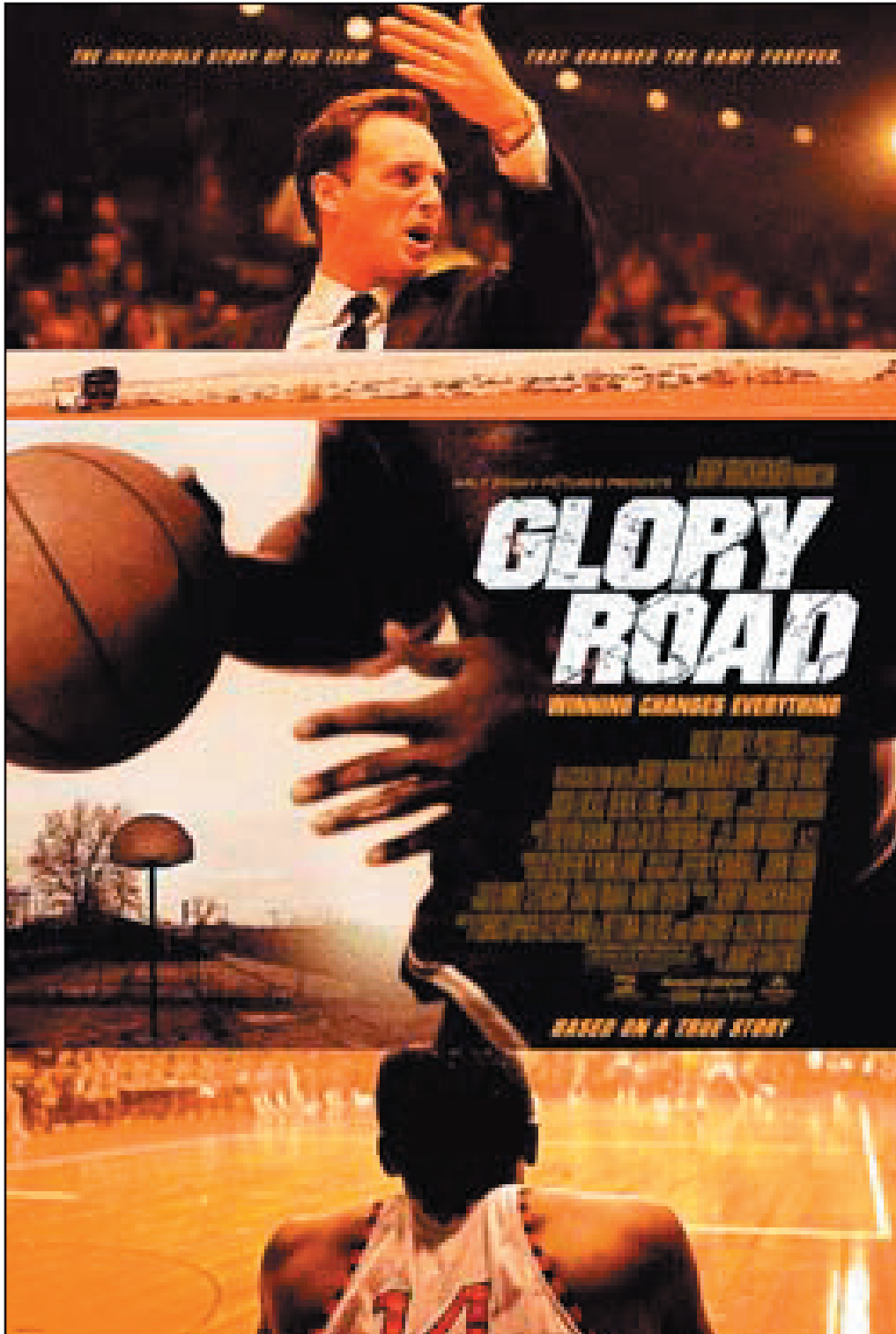


# GLORY ROAD

*Choose Your Road*



**Activity guide for youth leaders, educators and families to accompany Glory Road. Ages 13-18.**



Heartland Truly Moving Pictures™  
National Collaboration for Youth

# GLORY ROAD *Choose Your Road*

Dear Group Facilitator:

*Glory Road*, in both book and movie form, depicts the story of the 1965-66 Texas Western College (now University of Texas at El Paso) men's basketball team, whose hard work and courage resulted in the 1966 NCAA Championship over then favored University of Kentucky. In this championship game, Coach Don Haskins of Texas Western became the first coach to field a starting lineup of all African American players.

Told in the context of the civil rights era in the United States, *Glory Road* candidly addresses the racism that was so prevalent at that time in our nation's history and the importance of following one's convictions. Both the book and movie center on the life of Don Haskins, the courageous and determined coach of the Texas Western Miners. Unlike his contemporaries, Haskins recruited high school players for their talent, regardless of their race. He was driven by his passion to win with skillful players, who worked tirelessly to reach their highest potential. Furthermore, he had learned through personal experience that African American players were seldom given an equal opportunity to play in college. He coached a fully integrated college team at a time when it was unusual to do so. Confronted by racial crimes and discrimination, the players, too—both African American and white—demonstrated tremendous teamwork and many acts of great courage.

While the sport of basketball is the lens through which the issues of the time are revealed, *Glory Road* touches on the elements of human experience that shape a person's character. The story is about hard work, perseverance, teamwork, leadership and overcoming the odds. Don Haskins and his team have been revered as racial justice pioneers who initiated the recruitment of African Americans in all sports.

This activity guide, *Glory Road: Choose Your Road*, complements the central messages found in both the book and movie. It can be used before or after viewing the movie or reading the book, and offers group and individual activities for youth, ages 13-18. It is provided by the National Collaboration for Youth, an organization which provides a unified voice for its coalition of more than fifty national, nonprofit, youth development organizations. The 30-year-old organization concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities. As a result, youth empowerment and development play a central role in the activity guide.

Prepare your group to experience *Glory Road*.

# GLORY ROAD

## Choose Your Road

### **STEP 1: Participate**

Take part in various writing, reading and community outreach activities that address themes such as:

- Demonstrating the Courage to Act on One's Convictions
- Milestones in Civil Rights over the Past 40 Years
- Sports as an Engine for Justice in the United States
- Becoming a Mentor and a Leader

### **STEP 2: Take the Lead to Help Others**

In *Glory Road*, much of the success of the Texas Western Miners is a result of Coach Don Haskins' ability to serve as a mentor to his players, and the players' ability to serve as peer mentors to one another. Like the coach and basketball players, youth are encouraged to become a mentor and devote some time to help another person. Being a mentor prepares youth to start a service project that will help to raise awareness and address civil rights and/or racial justice. Ideas inside.

### **STEP 3: See the Film and Read the Book**

- **The Movie:** *Glory Road* opens in theaters on January 13, 2006. Youth can also see the movie when it becomes available on DVD.
- **The Book:** *Glory Road: My Story of the 1966 NCAA Basketball Championship and How One Team Triumphed Against the Odds* is a Hyperion book, written by Coach Don Haskins and sports columnist Dan Wetzel. It is now available online and in bookstores. Go to [www.youthFILMproject.org](http://www.youthFILMproject.org) for more information on the film and book.

Thank you for delving into the themes of *Glory Road*—its messages and ideas are important ones for you, your community, and our society to explore.



An Affinity Group of the  
National Human Services Assembly

# GLORY ROAD

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## MODULE ONE

# The Courage of Conviction

### Notes for the Facilitator

The central theme of this module is an understanding of how people form values and convictions, through experiences, thoughts, emotions, and interactions with others. Youth may face pressures from peers, family, and society to act in ways that support or oppose their values. In particular, the pressure to “fit in” sometimes leads young people to stay silent or respond passively to circumstances in which they have the potential to stand up for what they believe in and show the courage of their convictions. This is a normal reaction. However, clarifying one’s values can be powerfully supportive of a young person’s sense of self and his/her connection to community and society.

It is important to tailor these activities to the life circumstances of the youth in your group. Cultural and social norms vary greatly among communities and families. What may seem “right” to one person may not be viewed as “right” by another.

In the United States at present there are many points of view expressed publicly on issues such as immigrant rights and marriage rights for same-sex couples. These can be challenging and confusing issues that test one’s values—in the same way issues of race tested the coach and players whose lives are profiled in *Glory Road*. Many youth, like Coach Haskins and the Texas Western Miners, will be challenged and afraid at times to stand up and do what they know is right. Yet, with self-understanding, as well as peer and adult support such challenges may be conquered.

### Activity 1: Values Exercise about Personal Values and Convictions

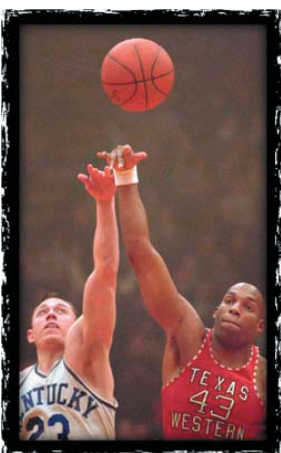
Although this is an individual activity, you may decide to allow time for youth to discuss their values in a group setting. Be aware that values and convictions are very personal and this may result in heightened emotions.

### Activity 2: Demonstrating the Courage of Conviction – Oral History Interviews

Youth in your organizations may wish to compile their completed oral histories in a binder or have an oral history exhibit in your youth center, local library or a local museum for community members to see. Don’t forget to share your exhibit details with F.I.L.M. They will be featured on the F.I.L.M. website.

### Activity 3: Music as a Unifying Force in History

In this activity be aware that many current songs include very explicit language. You may choose to comment on this language issue before youth write down the lyrics and play their song of choice for the group.



### Measurable Outcomes

Youth will gain a clearer self-perception of their own values and convictions.

Youth will be able to identify significant life experiences that have shaped their core values.

Youth will be able to identify ways to exercise their values through their actions.

Youth will recognize music as a vehicle for expressing social justice and equality concerns.



## MODULE ONE: The Courage of Conviction

### ACTIVITY 1: Values Exercise about Personal Values and Convictions

#### KEY: Individual Activity

### Link to the Story

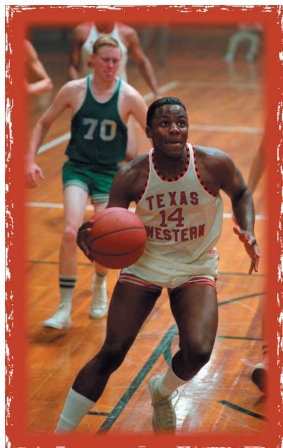
**Note:** This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

In *Glory Road: My Story* . . . , Coach Haskins recounts a lucky shot he took that helped his team win a critical high school game. As a result of this lucky break, he was courted with more than 100 college scholarships. Yet, he states, “I remember looking at all of these scholarship offers, the all-state awards, the stories in the newspaper, and thinking, I don’t deserve these.”

He continues, “Some people were saying I was the best player in all of Oklahoma, and the reality was I wasn’t even the best player in [the small town of] Enid. Herman Carr was! No one named him all-state and no colleges came to recruit him, because he was black. This was in 1948. It was as if he didn’t even exist. I thought this was terribly unfair and I felt bad for my friend. Herman was plenty smart enough to go to college...but, he wasn’t even considered. I can’t say I did anything about it, but I knew it was wrong and it stuck in the back on my mind.” (*Glory Road*, Hyperion, 2006, pp. 23-24)

In this statement, Coach Haskins describes the way in which he felt split in two. He was happy that he could be named a champion, but sad that his good friend was unjustly boxed out of opportunities to go to college and to play college ball because of race. Haskins’ values were tested.

It was many years later, as a college coach, that Haskins was able to act on his **values** and publicly reveal his **conviction** about fairness and justice. He decided that as long as a player had the appropriate talent, he would recruit to his college team any young man, regardless of race. He did not want to give in to the **stereotype** of the time that African Americans were less capable and less important than whites.



#### Key Words and Ideas

**Stereotype:** overused, sometimes negative or humiliating idea about a person or group of people; based on a significant characteristic, such as physical features of skin and hair, the shape of one’s eyes, nose, etc., or other types of characteristics, such as religious beliefs, where one lives/grew-up, one’s job, etc.

**Values:** beliefs, standards, things that have genuine worth, things that matter

**Conviction:** something of which one is convinced; values and beliefs to which one is committed and upon which a person will act

**MODULE ONE: The Courage of Conviction****ACTIVITY 1:  
Values Exercise**

In both the book and the movie *Glory Road*, Coach Don Haskins and the team members of the Texas Western Miners are challenged to confirm their core beliefs or values and to stand up for what they know is right. For instance, the African American players on Texas Western experience many acts of hatred, including the vandalizing of their hotel rooms, personal attacks, and racial slurs, but they have the courage to step onto the court and play their hardest each game. Coach Haskins and his family receive hate mail and he is constantly criticized for his recruitment of African American players. Nonetheless, Coach Haskins has the courage to start his black players in the championship game. In the film/book the white players are mocked because they support their African American teammates, but they choose to stand by their teammates instead of walking away. You, too, may have core values to express in courageous ways.

**What are Core Values?**

Values guide your decisions about what you believe is good, true, and right. They depend on your feelings and thoughts and are generally shaped by the experiences you have in your childhood, home life, peer group, school and community. What one person may believe is right, or what one person values may be very different from what another person values or believes is right.

The following is a values exercise to help you to tune-in to your thoughts and feelings, and to explore your values in connection with some of the issues of justice in the United States today.

On the following page, as you read each statement on the chart, you are likely to have emotions about what is stated. Think deeply about what you believe and mark the column that most closely corresponds with your true values.

This checklist is private. Keep it, you may wish to look at it from time to time to see if your values have changed.

**Individual Reflection**

Afterwards, reflect privately on your values by writing on a separate piece of paper or in a journal. To begin, choose one of the value statements from the chart. Which one did you choose? Do you agree or disagree? Which box did you check-off?

**Dear Self**

Write a letter to yourself, to explain:

1. What experiences in your life have caused you to feel this way?
2. Would you be willing to act on this belief or core value? How so? Why or why not?
3. Do you know anyone who disagrees with you? How does that make you feel? Do you ever talk about your values with this person even though you don't agree?
4. How are others affected by your values and the actions you take to express them?

If time allows, continue by reflecting on another values statement.

**MODULE ONE: The Courage of Conviction**

**ACTIVITY 1:  
Values Exercise, continued**

<b>Values Statements</b>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>No Opinion or Belief</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Bullying other people is never okay.					
Racial slurs and put downs don't really mean anything, because everyone uses them.					
Stereotypes can be very funny.					
Everyone should have the same rights, regardless of gender, race/ethnicity, ability or disability, sexual orientation, age, religion, or nation of origin.					
Transgender, lesbian, and gay people deserve any harassment they may receive.					
It's ridiculous for women to be competing in sports with men.					
Racism is no longer a problem in America.					





## **MODULE ONE: The Courage of Conviction**

### **ACTIVITY 2: Demonstrating the Courage of Conviction — Oral History Interviews**

**KEY: Partner/Small Group or Individual Activity**

#### **Link to the Story**

**Note:** This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

The film, *Glory Road*, is produced by a famous producer, Jerry Bruckheimer. He is known for producing many major films, including *Pirates of the Caribbean*, *Remember the Titans*, *Pearl Harbor* and *Beverly Hills Cop I & II*. When interviewed by Disney for the film trailer (see <http://movies.msn.com>), Bruckheimer said that he was motivated to tell the story on film because, “it is really important to memorialize individuals who change the world for the better and that’s what Coach Don Haskins did with that team, that year!”—referring to the Texas Western Miners in 1966. Also, as a tribute to Haskins, Bruckheimer features him in an opening scene... if you have a chance to see the film, keep an eye out for the real Coach Haskins. He makes a cameo appearance as an attendant at a gas station!

In the first chapter of the book, *Glory Road*, entitled, “Legend,” Dan Wetzel explains why he devoted many hours to interviewing and working with Coach Don Haskins to get his story into book form, despite Haskins’ initial resistance to the idea. Wetzel is well known for his commentary on CBS SportsLine where he has covered NCAA basketball in depth. He is a sports writer with many awards, who has published in the country’s top newspapers. According to Wetzel, “This country is searching for genuine characters, people who believe in something and stand up for it. Don Haskins is one of them.” (*Glory Road*, Hyperion, 2006, p. 11)

Both Bruckheimer and Wetzel see the value in Haskins’ story—an oral history about what he lived through, which tells us what influenced him, what shaped his values, and how all of the other people, including the Texas Western players, acted on their convictions. The story shows how individuals can shape history through hard work, teamwork and determination. As a result, the integrated team of African American and white ball players from a little-known college in El Paso changed the game of basketball, forever.

**MODULE ONE: The Courage of Conviction****ACTIVITY 2:  
Conduct Your Own Oral History Project**

An oral history project preserves part of a person's life history—as viewed through that person's eyes, experiences, and memories. In general, oral history projects add to the knowledge we share about our lives and also add details to our understanding of the past. History is not simply a series of isolated events that you read about in text books. History is truly made up of the life experiences of individuals just like you.

To gather oral history, it is important to conduct a good interview and to take good notes.

**Get Started:** This activity can be done with a friend or two—while one person interviews by asking questions the others can take written notes or record what is said on tape. Successful oral history interviews will cause the person being interviewed to start telling colorful stories—just like those captured on film and in the book form of *Glory Road*.

You, too, can capture the story of a person who has acted on his or her beliefs or convictions.

- Think about someone you know who has done something wonderful, overcome a hardship, or committed an act of courage.
- Make an appointment to talk with this person and to interview them. Tell the person you will need about an hour of their time. Be sure to bring a note pad. A tape recorder would also be helpful, if you have one. You may also wish to bring a camera to take a picture of the person you are interviewing. And, bring a friend or two to help if possible.
- Before you go, make a list of questions that you would like to ask. 10-12 questions are about the right number. Here are a few oral history questions you might use:
  1. What is your full name? Did you have a nickname when you were growing up?
  2. Where were you born and when?
  3. What would you consider to be the most important inventions that have been made during your lifetime?
  4. How is the world now different from what it was like when you were a child?
  5. Do you remember your friends and/or family discussing world events and politics? What did you talk about?
  6. Who was the person that had the most positive influence on your life? What did this person do?
  7. Is there a person that really changed the course of your life by something that he or she did? Who was it and why?
  8. Do you remember someone saying something to you that had a big impact on how you lived your life? What was it?
  9. What were the hardest choices that you ever had to make? Do you feel like you made the right choices? What would you do differently?
  10. Have you done something that you feel especially proud of? Please describe it.

**MODULE ONE: The Courage of Conviction**

**ACTIVITY 2:**

**Conduct Your Own Oral History Project, continued**

11. As you see it, what are the biggest problems that face our nation today and how do you think they could be solved?
  12. Describe a time and place when you remember feeling truly at peace and happy to be alive. Where were you? What were you doing?
- Be sure to thank the person you have interviewed and let them know that you will share what you write. Remember to ask permission to share their story with others. You could even write them a thank you note!
  - Now, write or record the stories you heard during the interview in a way that will be of interest to other young people.
  - If granted permission by the person you interviewed, be sure to share your oral history with others—adults, your peers, younger children or your local paper!
    - Visit [www.youthFILMproject.org](http://www.youthFILMproject.org) and share your oral history project with F.I.L.M. We will happily post your story on the F.I.L.M. website for all to see.





## **MODULE ONE: The Courage of Conviction**

### **ACTIVITY 3: Music as a Unifying Force in History**

**KEY: Group or Individual Activity**

#### **Link to the Story**

**Note:** This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

The soundtrack to the film, *Glory Road*, features the 24-year-old Grammy-award-winning singer and composer, Alicia Keys (see: [www.hollywoodrecords.go.com/GloryRoad](http://www.hollywoodrecords.go.com/GloryRoad)). She performs original music for the movie and a remix of the lead track, “People Get Ready,” written and originally recorded by the late Curtis Mayfield. The song has a notable history. After attending and witnessing the August 1963 March on Washington and hearing Reverend Martin Luther King, Jr. recite his now-famous speech, “I Have a Dream,” Mayfield began to compose “People Get Ready.” He used his talent for writing and performing music to express his values.

Mayfield’s song captured the spirit of the march, as well as the determination and unity needed to face the events that occurred in the months that followed, including the bombing of the 16th Street Baptist Church in Birmingham, Alabama, in which four young girls were killed, and the assassination of President John F. Kennedy. In a 2003 interview on National Public Radio, music critic and historian, Stanley Crouch, explained that Mayfield’s song reached across racial and religious lines to offer a message of unity and forgiveness. Crouch explained the way that Mayfield’s lyrics spoke to hopes for the future, “‘There’s a train a-coming, get ready’ that was like saying, okay, regardless of what happens, get yourself together for this, because you are going to get a chance. Your chance is coming.”

The song became one of the first gospel crossover hits, while at the same time continuing a tradition in North American folk music. Mayfield and, now, Alicia Keys accompanied by Chester “Lyfe” Jennings, sing about the same train stopping to pick up all of the faithful, to take them to a better place:

**People get ready, there’s a train a-comin’  
You don’t need no baggage, you just get on board  
All you need is faith to hear the diesels hummin’  
Don’t need no ticket, you just thank the Lord.**

— (Curtis Mayfield, 1964)

*Glory Road* features several more songs addressing themes of social justice and equality, and ideas about a better life for those who live in poverty or suffer from racism and other forms of discrimination. These songs on the soundtrack include “Dancing in the Streets” by Martha Reeves and the Vadellas (1964); “I’m On My Way to Canaan,” a traditional gospel song performed by Mahalia Jackson, who sang at the funeral of Reverend Martin Luther King; “Down in the Boondocks,” by Billy Joe Royal (1965) and “Ain’t That Good News” by The Meditation Singers(1964).





**MODULE ONE: The Courage of Conviction**

**ACTIVITY 3:**

**Does Music Speak to Your Social Concerns?, continued**

4. Do you believe that a wide range of people, for many years to come, will be able to connect with the meaning of this song (in the way that people have connected with the meaning of “People Get Ready” for more than 40 years)? Why or why not?

**Group Discussion**

If possible, share your song (by playing it) with a group and have each person share the song that he or she chose for this activity. Talk about the messages in the songs. Tell each other what your answers were to the questions above.

**Key Words and Ideas**

**The Vietnam War** - a prolonged war (1954-1975) between the communist armies of North Vietnam who were supported by China and the Soviet Union and the armies of South Vietnam who were supported by the United States.



## MODULE TWO

# 40 Years of Civil Rights Progress

### **Notes for the Facilitator**

The central theme of this module is to open up thinking and conversation about civil rights in the United States—broadly defined as rights written into law to prevent exclusion and to ensure fairness—whether because of differences of race, ethnicity, age, gender, sexual orientation, disability, spiritual beliefs and practices, etc. One way to look at civil rights progress since the time of *Glory Road* (1966) is to consider the landmark decisions, events and organization formed to advance greater protections and equality among people living in the United States. Another is to look around our home communities and close social circles to see if true appreciation, acceptance and respect for diversity exist.

As in Module One, it is important to tailor these activities to the life circumstances of the youth in your group. Again, please bear in mind that cultural and social norms vary greatly among communities and families. What may seem “right” to one person may not be viewed as “right” by another.

Your role is to create an open dialogue and atmosphere that emphasizes the value of exploring issues and concerns of our society, for which there may not be easy answers. By doing so, you will be providing youth with the opportunity to explore topics that have great impact on the lives of all Americans, as well as our political, national and global understanding of what it means to be American.

### **Activity 1: Mapping the Milestones of Civil Rights from 1966 to 2006**

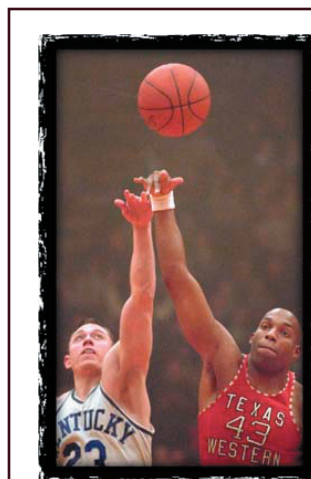
Please note that the timeline of events included in this activity are all positive civil rights events in U.S. history. You may decide to create an alternative or supplemental list of negative events relating to social justice and civil rights with your group.

### **Activity 2: Exploring Sports as an Engine for Justice in the United States**

The athletes highlighted in this section are all remarkable individuals who broke through social and racial barriers. You may wish to have a discussion on current athletes that have recently overcome obstacles.

### **Activity 3: Dialogue Groups on Diversity and Civil Rights**

As the facilitator you can decide whether the participating youth are mature enough to form their own dialogue groups or whether you want to break the youth into groups yourself.



### **Measurable Outcomes**

Youth will gain an understanding of their civil rights and those of others.

Youth will be able to identify and reflect on civil rights issues and events in recent U.S. history.

Youth will be able to identify ways that sports contribute to greater human understanding.



## MODULE TWO: 40 Years of Civil Rights Progress

### ACTIVITY 1: Mapping the Milestones of Civil Rights from 1966 to 2006

#### **KEY: Group Activity**

#### **Link to the Story**

**Note:** This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

In the United States, **civil rights** are the protections and privileges of personal liberty given to all citizens by law. Laws protecting civil rights have been written into the U.S. Constitution, the Bill of Rights, amendments to the Constitution, and into federal, state and local laws. Noteworthy civil rights include:

- the right to privacy;
- the right of peaceful protest;
- the right to a fair investigation and trial if suspected of a crime;
- the right to vote;
- the right to freedom of movement;
- the right to freedom of speech and expression;
- the right to be free of discrimination.

#### **An Example of Civil Rights Progress**

The 1965 Voting Rights Act, enacted just one year before the time depicted in *Glory Road*, is considered to be the most successful piece of civil rights legislation ever passed (<http://www.usdoj.gov/crt/voting>). It states that no person shall be denied the right to vote on account of race or ethnicity. It was enacted at a time when African Americans were excluded or prevented from voting in many Southern states. In 1965, in these Southern states, only one-third of all African Americans of voting age who were eligible to vote were actually registered to vote. However, at the same time, two-thirds of eligible whites were registered. Today, African American voter registration rates are similar to those for whites. In the 1970s and 80s, the Act was extended to prevent the exclusion of Hispanic voters and to ensure that a broad diversity of people may run for office and be elected.



## **MODULE TWO: 40 Years of Civil Rights Progress**

### **ACTIVITY 1: Mapping the Milestones of Civil Rights from 1966 to 2006, continued**

#### **Group Activity**

Map out on a time line of some of the important civil rights events that have occurred in the past 40 years.

#### **Create the Timeline**

- Use a strip of paper, string, or something similar, to create a time line that extends, year-by-year from 1966 to the present (e.g. 1966...1967...1968...).
- Take slips of paper to record any significant events that you can think of—the years of birth for youth and adult members of your group, for instance. You may wish to include a significant civil rights act or event, an event in your community, or a personal story. For example if you have a relative who participated in a civil rights march, include it here. Attach these to the timeline to mark the events.
- Add the following civil rights events to the timeline—while doing so each person can announce the event to the larger group:

- 1966** Don Haskins and the Texas Western Miners start five African American players for the first time in an NCAA play-off game.
- 1966** The National Organization for Women (NOW) was founded to end employment and wage discrimination against women. Women were not given equal salaries as compared to men.
- 1967** Thurgood Marshall became the first African American to be appointed to serve on the Supreme Court.
- 1968** The Southwest Council of La Raza (now the National Council of La Raza) was formed to represent the rights of Hispanic Americans.
- 1968** The First International Special Olympics Games were held at Soldier Field in Chicago, Illinois. The Special Olympics provide athletic competitions for youth with disabilities.
- 1969** The Island of Alcatraz (formerly a federal prison) was occupied by more than 5,000 Native American activists, to draw attention to the lack of equity and freedom in native communities.
- 1971** College and universities enrolled dramatically higher numbers of African American students in what had previously been white-only schools.
- 1972** Title IX (Amendments to the 1964 Civil Rights Act) passed, barring sex discrimination in educational programs, thereby providing greater access to sports and professional training for women.
- 1973** The first national gay and lesbian civil rights organization, the National Gay and Lesbian Task Force, was formed to advocate for equal treatment under the law.





## MODULE TWO: 40 Years of Civil Rights Progress

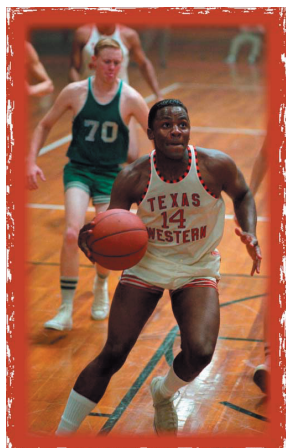
### ACTIVITY 1: Mapping the Milestones of Civil Rights from 1966 to 2006, continued

- 1985** The Arab American Institute (AAI) was formed to ensure the civic and political empowerment of Americans of Arab descent.
- 1990** The Americans with Disabilities Act (ADA) was passed, to ban employment discrimination and require that both public facilities and private businesses make accommodations for persons with disabilities to have full access to buildings, transportation, etc.
- 1991** The National Coalition on Racism in Sports is formed to prevent the use of Native American names and images as sports mascots.
- 1993** Connie Chung became the first Asian American news anchor for a major television network (CBS).
- 2000** The U.S. Census revealed that while citizens who claim European descent remained the majority, a shift to greater diversity in the coming decades was predicted to be likely.

## Group Discussion

### Key Questions

- What do you think of the items that are listed on the timeline as civil rights milestones? Do you agree that they are important, why or why not?
- Do you have other civil rights milestones to add?
- Why do you think that some Americans have mixed feelings about civil rights?
- Why do topics regarding civil rights cause some people to get angry?
- Aside from major events such as those listed, what kinds of smaller or more personal events or accomplishments have contributed to **equality, fairness** and **inclusion**?
- How can you find out more about the progress of civil rights over the past 40 years?



### Key Words and Ideas

**Fairness:** to do things in a manner that is honest, according to rules and/or laws that ensure justice

**Inclusion:** to make a part of the whole, to bring together

**Equality:** to provide for the same rights, standing, rank, strength and/or value





## MODULE TWO: 40 Years of Civil Rights Progress

### ACTIVITY 2: Exploring Sports as an Engine for Justice in the United States

**KEY: Group or Individual Activity**

#### Link to the Story

**Note:** This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

*Glory Road* is now a sports legend—but, it was not always so. After the Texas Western Miners won the 1966 NCAA title in an upset against the favored all-white University of Kentucky team, the media attention turned sour. There had been a lot of media hype before the game—with sports commentators highlighting the predominantly African American starting line-ups played by Texas Western (TWC) and how the white and African American players demonstrated a kind of unity rarely seen then on the court.

Yet, after the Miners' victory, *Sports Illustrated* magazine—a huge influence on the public's thinking about sports, both then and now—according to Coach Haskins, “did a story on black athletes at TWC that, incredibly, said I [Haskins] exploited black players; that our kids weren't real athletes and El Paso was a community that was unfriendly to minorities.” Haskins and his team knew the truth: African American players were playing college ball in the south for the first time, were achieving in school alongside whites, and El Paso's diverse community embraced them. They also saw how their victory quickly opened the floodgates for southern colleges and universities to recruit African American athletes. (*Glory Road*, Hyperion, 2006, p. 196-197.)

The story, told with such open honesty in both the book and film versions of *Glory Road*, reveals how sports and great accomplishments in sports—especially when attention-grabbing or even controversial—contribute to the pace of positive social change, equality and justice in the United States. Olympic and major league sporting events have been televised for many years. But, before television, there were radio broadcasts and, before radio, newspapers would bring larger-than-life stories of amazing athletes into the homes of millions of admiring fans.

By learning about some of the key people who are now U.S. sports legends, it becomes clearer how sports have had great impact in broadening our thinking about what we all have in common—despite racial, social, ethnic, religious and other types of differences—qualities such as determination, hard work, team work, and pleasure in the game.

Americans celebrate many athletes who have broken through barriers to demonstrate their skill and humanity. Here, we will touch on the accomplishments of three of them - Jim Thorpe, Jackie Robinson and Billie Jean King. There are many others.

#### **Jim Thorpe**

Jacobus Franciscus “Jim” Thorpe of the Sac and Fox American Indian Nation in Oklahoma was also known as Wa-Tho-Huk. He is considered by some to be the greatest athlete of all time and is widely regarded as one of the most versatile athletes in modern sports.

Jim Thorpe won Olympic gold medals in the **pentathlon** and **decathlon**, starred in college and professional football, played Major League Baseball, and also had a career in basketball.



## MODULE TWO: 40 Years of Civil Rights Progress

### ACTIVITY 2: Exploring Sports as an Engine for Justice in the United States, continued

Legend has it that Thorpe began his athletic career at the Carlisle Indian Industrial School in Carlisle, Pennsylvania, where American Indian children were sent after being separated from their families and tribes to be educated in a manner similar to white children.

As the story goes, one day while walking casually past the track, he beat the school's high jumpers with an impromptu 5-foot 9-inch jump, still wearing dress shoes and plain clothes. Thorpe's earliest recorded track and field victories are indeed from 1907. But, track and field were certainly not the only events in which Thorpe was involved in at Carlisle—he also participated in football, baseball, lacrosse and even ballroom dancing.

Thorpe gained nationwide attention for the first time in 1911. As a running back, defensive back, place-kicker, and punter for his school's football team, Thorpe scored all of his team's points—four field goals and a touchdown—in an 18-13 upset against Harvard. From there, Thorpe went on to win All-American honors in both 1911 and 1912.

In the 1912 Summer Olympic Games, the **pentathlon** and the **decathlon** were on the program for the first time. These events seemed to be made for Thorpe, who won gold medals in both along with world acclaim. As a result, the life and accomplishments of a Native American were brought to the forefront of consciousness in the United States. He was celebrated with ticker-tape parades, interviewed by the press and embraced by people from all walks of life, as an American hero. Now, you'll find that both a town in Pennsylvania and scholarship programs that benefit Native American children are named for Jim Thorpe. (Information adapted from a range of sources, including *Wikipedia: The Free Encyclopedia*, [www.en.wikipedia.org](http://www.en.wikipedia.org))

### **Jackie Robinson**

In April 1947, when the Brooklyn Dodgers opened their season against the Boston Braves, a 28-year old African American by the name of Jack Roosevelt "Jackie" Robinson was on first base. With that game's first pitch, Robinson became the first black man to play in the modern major leagues, breaking the color barrier that had surrounded baseball for more than 50 years.

Robinson excelled in four sports in high school, football, basketball, baseball and track. At Pasadena (CA) Junior College, he set a National Junior College record in the long jump, with a jump of 25 feet-6 1/2 inches, before accepting an athletic scholarship to the University of California Los Angeles (UCLA).

But, Robinson left UCLA in the spring of 1941 hoping to work to support his mother. Several months later, Pearl Harbor was bombed and the United States entered World War II, so Robinson enlisted in the U.S. Army. He completed Officer Candidate School and received a commission as a Second Lieutenant. In 1944, Robinson faced a court-martial for refusing to move to the rear of an army bus, but was cleared of all charges and received an honorable discharge from the army.

Robinson joined professional baseball in the spring of 1945 with the Kansas City Monarchs of the Negro American League. While still in his rookie season, he met Branch Rickey, owner of the Brooklyn Dodgers, who had been touring the country to find an African American ball player he felt could best withstand the pressure of being the first African American man in the major leagues. Robinson crossed the threshold into what had been all-white professional baseball at that meeting with Rickey, signing



## MODULE TWO: 40 Years of Civil Rights Progress

### ACTIVITY 2: Exploring Sports as an Engine for Justice in the United States, continued

a minor league contract with the Dodgers' farm club, the Montreal Royals. Then, the following season, Robinson was promoted to the Brooklyn Dodgers.

In his first season, Robinson was named Rookie of the Year. In 1949, he won the batting title and he went on to be voted the League's Most Valuable Player and to lead the Dodgers to the World Series. Robinson appeared in six All-Star Games and six World Series Games with the Dodgers. He was elected to the Baseball Hall of Fame in 1962.

Robinson died in 1972 at the young age of 53, leaving a legacy that has given inspiration to athletes and people of many races and cultures. (Information adapted from a range of sources, including *Wikipedia: The Free Encyclopedia*, [www.en.wikipedia.org](http://www.en.wikipedia.org).)

### **Billie Jean King**

Billie Jean King is known to have been an exceptional softball player as a child; yet, she and her parents knew that there was no significant future for a woman in softball. So, her parents introduced her to tennis and she began to play on the public courts of her hometown, Long Beach, California. She first gained international recognition in 1961 when, at the age of 17, she won the women's doubles title at Wimbledon in her first attempt.

During her career, King won 12 Grand Slam singles titles, 14 Grand Slam women's doubles titles, and 11 Grand Slam mixed doubles titles. She is generally considered to be one of the greatest tennis players and female athletes in history.

Throughout her athletic career, King has been an outspoken advocate against **sexism** in sports and society. The tennis match for which she may be best remembered by the public is the "Battle of the Sexes" that was held in 1973, where King defeated the former Wimbledon men's champion Bobby Riggs. Riggs claimed that the women's game was so inferior to the men's game that even a 55 year-old like him could beat the current top female players. The 1973 match between King and Riggs got huge publicity, before 30,000 spectators and an international TV audience, estimated at 50 million people, in 37 countries. King beat Riggs 6-4, 6-3, 6-3. To this day, the match is considered a very significant event in developing greater recognition and respect for women's tennis.

King was also a champion for equal prize money in men's and women's tennis. As the financial backing of the women's game improved, King became the first woman athlete to earn over \$100,000 in prize money. Yet, inequalities persisted. In 1972, when she won the U.S. Open, she received \$15,000 less than the men's champion and stated that if the prize money was not equal by the following year, she would not play. In response, in 1973, the U.S. Open became the first major tournament to offer equal prize money for men and women.

King was instrumental in establishing the women's tennis tour in the 1970s, and worked tirelessly to promote it. In 1974, King founded *Womensports* magazine and the Women's Sports Foundation. In 1981, she became the first American athlete to openly admit to having a homosexual relationship. For this, as well as her work to reduce discrimination against gay, lesbian and bisexual people, King received an award in 2001 from GLAAD (The Gay and Lesbian Alliance Against Defamation).

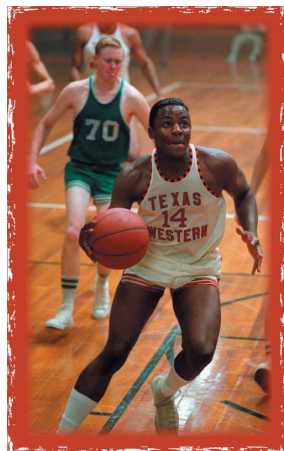




## MODULE TWO: 40 Years of Civil Rights Progress

### ACTIVITY 2: Exploring Sports as an Engine for Justice in the United States, continued

In the mid-80s, King retired from competitive play, after winning 67 professional and 37 amateur singles titles and helping the United States to win the Fed Cup 7 times. She was inducted into the International Tennis Hall of Fame in 1987. In 1990, *Life* magazine named her one of the “100 Most Important Americans of the 20th Century.” (Information adapted from a range of sources, including *Wikipedia: The Free Encyclopedia*, [www.en.wikipedia.org](http://www.en.wikipedia.org).)



#### Key Words and Ideas

**Pentathlon:** a track and field athletic contest consisting of five different events

**Heptathlon:** a track and field athletic contest consisting of seven different events

**Sexism:** usually experienced by a woman as male supremacy, male privilege, denial, and silencing. Discrimination based on gender

#### Read More

At the public library or a bookstore you can find books that recount the stories of these athletes' lives, including:

“Jim Thorpe: Olympic Champion (Childhood of Famous Americans Series),” by Van Riper & Morrow, Aladdin 1983.

“Jim Thorpe, the Legend Remembered,” by Kissinger Updyke, Pelican 1997.

“Jackie Robinson (Sports Heroes and Legends Series),” by Mercer, Barnes and Nobel Books, 2005.

“Stealing Home: The Story of Jackie Robinson,” by Denenberg, Scholastic, Inc., 1990.

“Necessary Spectacle: Billie Jean King, Bobby Riggs and the Tennis Match that Leveled the Game,” by Roberts, Crown, 2005.

“Billie Jean,” by Billie Jean King and Frank Deford, Penguin, 1982.



## **MODULE TWO: 40 Years of Civil Rights Progress**

### **ACTIVITY 3:**

### **Dialogue Groups on Diversity and Civil Rights**

#### **KEY: Group Activity**

#### **Link to the Story**

**Note:** This may be read aloud by a group member/the facilitator for all to hear.

In both the film and book versions of *Glory Road*, we learn of players who had only played basketball on public courts or on gravel or dirt, and who had never had a coach before they met Don Haskins and joined the team at Texas Western. They faced a huge challenge. Whether white or African American, they had to be open to changing and learning to get ready to play on a college team, by college rules and with other players from a range of circumstances. They had to learn to accept and respect players who talked differently, ate differently and dressed differently from what they knew back home. It is easy for people to stay in their comfort zone by surrounding themselves with others who think, behave, and even look like they do.

In this activity, the idea is to think about ways that group dynamics, diversity and civil rights affect you, where you live, go to school, play sports, and socialize.

#### **Create Dialogue Groups**

- Form groups of 6-8 people. If possible, ensure that your groups have some diversity of opinion, gender and background. Group members do not have to agree; just listen and learn from each other.
- Pick a youth or adult facilitator whose job it will be to make sure that everyone has a chance to speak and be heard.
- Sit in a circle so that everyone can see everyone else.

#### **Facilitator Questions and Techniques**

1. Make sure that everyone knows each other's first name.
2. Ensure that there are ground rules:
  - No interrupting while someone speaks.
  - Everyone has a chance to speak at least once before anyone speaks twice.
  - No long-winded lectures or raised tones of voice.
  - Speak only for yourself not for anyone else.
  - No putdowns, slurs or insults of any sort.
  - Everyone agrees to contribute to the dialogue.
3. Start by defining the purpose of dialogue groups—they help people really get to know each other and begin to respect different viewpoints. They are effective because they provide a safe place to talk about what's going on and suggest ways to be more open and accepting.
4. Begin by asking questions, such as:
  - Why do certain people hang out together?
  - Why do certain people avoid each other?





## **MODULE TWO: 40 Years of Civil Rights Progress**

### **ACTIVITY 3: Dialogue Groups on Diversity and Civil Rights, continued**

- What happens when we reach out beyond our own group?
- Are there ways that our families, friends, etc., sometimes make it hard to get to know people who are different?
- Do you know of any social groups that are diverse in terms of the people who hang out together—in race or ethnicity, in their likes and dislikes, etc.?

If time allows, or in a second session, ask more questions, such as:

- What would happen if we broke down some boundaries and got to know people who are very different from one another?
  - How could we mix things up a bit so that we get to know people who are different from us?
  - How could larger society honor and appreciate diversity more effectively? How would that look?
  - What improvements can be made for larger society to honor and appreciate equal rights, equal opportunities, greater acceptance of everyone regardless of age, race, culture, disability, sexual orientation, religion, nation of origin?
5. Keep the discussion to an hour or so for each session. Before ending, ask everyone to state one thing that they learned or thought of differently because of the dialogue.

### ***Interested in More Dialogue***

A key resource to expand the dialogue group process is “Reaching Across Boundaries; Talk to Create Change,” A Mix It Up Handbook from the Teaching Tolerance Program of the Southern Poverty Law Center, Montgomery, Alabama. Tel.: 334-956-8200, Web site: [www.mixitup.org](http://www.mixitup.org).



## MODULE THREE

# Taking the Lead

### **Notes for the Facilitator**

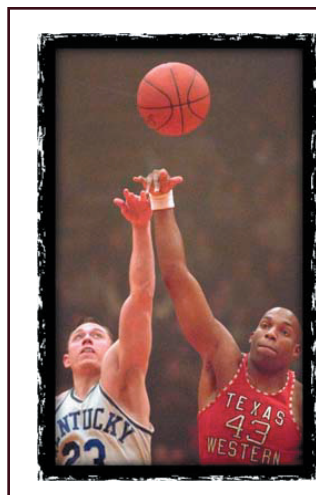
The theme of this module is youth empowerment and leadership that supports one's self esteem and allows for the development of new relationships. As young people move through the teen years and approach adulthood, they benefit greatly from experiencing their own personal power, capabilities and talents. It is a critical time to consider ways to take action to improve one's community—in partnership with peers and adults.

The activities in this module, therefore, focus on two important processes for youth empowerment: 1) learning to be an effective mentor and, 2) seizing an opportunity to design and implement a service project that will address their own concerns about civil rights and social justice.

As you pursue this work with your group, bear in mind what Coach Haskins learned—as depicted in *Glory Road*, relationships and the development of one's character occur from the give and take between people, especially when we step outside of ourselves to see the world or to see everyday life from another person's point of view. And, what the Texas Western Miners learned—African American and white, college students and their adult coaches together—is that when two or more people bring their expertise together in a truly equal partnership, it is powerful.

### **Activity One: Mentoring a Child or Peer**

### **Activity Two: Youth-Designed Service Projects Addressing Civil Rights and Social Justice**



### **Measurable Outcomes**

Youth will learn how to be an effective mentor to a younger person or a peer.

Youth will be able to design and implement a service project in partnership with adults.



## MODULE THREE: Taking the Lead

### ACTIVITY 1: Mentoring a Child or Peer

**KEY: Individuals or Partners**

#### Link to the Story

**Note:** This may be read aloud by a group member/the facilitator for all to hear.

In the book, *Glory Road*, Don Haskins describes one of his 1966 star players, a point guard named Bobby Joe Hill. He talks about how Hill was a natural leader on the championship team and describes a time when he was furious with him after a game in Seattle because Hill broke curfew and goofed off during practice, while also influencing others to do the same. Haskins put him on the bench in the next big game, reluctantly, as a disciplinary action to try to set Hill straight.

With Hill on the bench, the Texas Miners were down 8-10 points midway through the first half of the game. Haskins looked over to the bench expecting to see Hill pouting. But, instead, he saw Hill “right in the middle, grabbin’ guys by the shirt, getting in their faces, shouting encouragement, even giving advice on what he had seen.”

Haskins admitted that he loved it because he knew that Hill was the leader of the team—for good or not. And, that evening, he could see that Hill was working strategy from the bench and pushing the team to do better. Thrilled to see such positive leadership and peer influence, Haskins put Hill back in the game, and the Miners won. Then and there, Hill was a mentor for his teammates. (*Glory Road*, Hyperion, 2006, pp 162-165)

#### What is a Mentor?

Chances are you are already a mentor in some way. A mentor is a caring friend who is willing to devote some time to help another person to achieve their potential and discover their strengths.

Mentors are careful not to “take over” a project or goal—or to do something for another person. Instead, the role of a mentor is to help another young person set and meet their own goals. Effective mentors will share—as Bobby Joe Hill did with this teammates—new ideas, insights and some of their own abilities to broaden and enliven the experience of the other person.

Some things with which a mentor might help include:

- Planning a project for school;
- Setting career goals and taking steps to realize them;
- Making healthy choices about day-to-day life;
- Dealing with a problem at home or in a relationship;
- Learning a new skill, like a sports technique, playing an instrument, cooking, carpentry, etc.
- Homework help in school

Mentoring often gives one person a chance to share with another person something that he or she enjoys or is good at doing.



## **MODULE THREE: Taking the Lead**

### **ACTIVITY 1: Mentoring a Child or Peer**

#### ***How can you become a mentor?***

There are 3 ways that teens usually go about becoming a mentor:

1. **In your daily life with a younger person:** Think about a situation where you could be a mentor to a younger person. Maybe it is a child that you baby-sit or a younger sibling. See if you can make arrangements to spend some time together to work on an activity or skill. Make sure that the child's parents or guardians like the idea and are supportive. If not, don't press it. Be sure that you are not forcing yourself on the other person—mentoring only works when everyone involved is open, comfortable and willing to spend some time.
2. **Through a community service organization:** Look into mentoring opportunities that may exist in your place of worship, your school, your youth group or local public library or elsewhere in your community where you can volunteer your time. The National Collaboration for Youth has many member organizations that specifically focus on mentoring. These include Big Brothers Big Sisters (BBBS), MENTOR, Communities In Schools, and Friends of the Children. Contact these organizations to see how you can get started as a volunteer.
3. **Within a friendship:** Think about ways that you and a friend can each share a talent or an insight or information with each other. In this way, you may form a mentoring partnership. For instance, consider how you can support a friend to meet an important goal and whether the same friend can help you to meet a goal as well. As a captain, leader, or president of a sports team, extra-curricular, or academic club, you may already be serving as a mentor to others.





**MODULE THREE: Taking the Lead****ACTIVITY 2:****Youth-Designed Service Projects Addressing Civil Rights and Social Justice****KEY: Small Groups or Individuals**

Think about something that you or your group would like to do to raise awareness about the civil rights or social justice issues that are of concern in your community or in the United States today. Think about ways that you can work to improve human relationships, to enhance cultural understanding and to ensure greater equality.

- Plan and conduct your project with the guidance and support of an adult partner.
- Read some of the tips for working well with adults below.
- Have your adult partner(s) read the tips for adults.
- Brainstorm your project ideas and plan the steps to carry it out.
- Then, get to work!!

**Here are a few ideas from other youth groups—but, it is very important for you to organize your own ways to take the lead!**

- Conduct a survey with other youth in your youth center, school or group to get a clear sense of whether the young people feel included and treated fairly. Explore the reasons why or why not. Report the results and recommendations for change. Plan action steps to make needed changes.
- If you feel that older residents of your community are somewhat disconnected or mistrustful of teens, conduct a community service project where you are providing needed help to older residents by partnering with a senior center or similar community institution.
- Hold a party where food, music and art from various cultures are shared.
- Convene a dialogue group to explore whether gay, lesbian, bisexual and transgender youth are welcome in your community. If so, share your understandings with others; if not, plan an activity that would create a more welcoming environment.
- Conduct a tour of your neighborhood to evaluate whether persons with disabilities would have easy access to shops, transportation, public and private buildings, homes, schools and places of worship. Examine elevators, signs, and cross-walks to see if they are accessible to people with visual impairments. Deliver a report on your findings and any recommendations you might have for change to your public officials.



**MODULE THREE: Taking the Lead**

**ACTIVITY 2:**

**Youth-Designed Service Projects Addressing Civil Rights and Social Justice, continued**

**3 Tips for Kids Working with Adults:**

1. Most adults have good intentions. Remember, they are simply not used to working in partnership with young people.
2. When adults criticize you, it doesn't necessarily mean they are putting you down or don't value your contribution, it may mean the adult is treating you the same way they would another adult.
3. Adults may not be aware of the capabilities of young people. Show them what you know.

**3 Tips for Adults Working with Kids:**

1. Share the responsibility of leadership. Provide guidance, but avoid total control. Be sure to share decision-making.
2. Listen carefully to youth and try to understand their perspectives, without interrupting or reinterpreting.
3. Share all work activities, even the tedious ones.

# **GLORY ROAD** *Quick Reference Sheet*

## ***Websites Referenced in Activity Guide***

- [www.youthFILMproject.org](http://www.youthFILMproject.org) – the F.I.L.M. website
- [www.movies.msn.com](http://www.movies.msn.com) – find the *Glory Road* “Behind the Scenes clip” with producer, Jerry Bruckheimer.
- [www.hollywoodrecords.go.com/GloryRoad](http://www.hollywoodrecords.go.com/GloryRoad) - the *Glory Road* soundtrack
- [www.usdoj.gov/crt/voting](http://www.usdoj.gov/crt/voting) - information on the 1965 Voting Rights Act
- [www.mixitup.org](http://www.mixitup.org) – group dialogue resources
- <http://disney.go.com/disneypictures/gloryroad/> - *Glory Road* movie official website