

RICH NEWBERG REPORTS BLACK HISTORY SEGMENTS



RICH NEWBERG REPORTS COLLECTIONS

This collection of long-form reports by retired WIVB-TV Senior Correspondent Rich Newberg covers a wide range of social issues, Buffalo history and the arts. Mr. Newberg retired from the Buffalo CBS network affiliate at the end of 2015, after serving the station for thirty-seven years in various roles including main anchor, reporter and documentarian.

His New York Emmy Award winning pieces explore the abortion debate, care of the mentally ill, the African American struggle for civil rights, and the lessons of the Holocaust, among many topics. His video memoir, "One Reporter's Journey," reflects on his forty-six-year career, beginning as an advocate for those without a voice.

"My hope," says Newberg, "is that this collection will provide a lasting chronicle of life and issues in Buffalo during the latter part of the 20th century and into the new millennium."

[HTTP://DIGITAL.BUFFALOLIB.ORG/COLLECTIONS/SHOW/10](http://digital.buffalolib.org/collections/show/10)

A MOVING IMAGE HISTORY FOR THE BUFFALO PUBLIC SCHOOLS CLASSROOM

Local television news archives contain infinite possibilities for public and community engagement with regional history. Access is often difficult, but this Buffalo case study shows how unique partnerships can be developed to open the archives for classroom use.

The Niagara Frontier Council for the Social Studies has helped create a comprehensive overview of African American history in Buffalo through segments from WIVB-TV's Emmy Award winning documentaries. The modern civil rights movement has its earliest roots in Buffalo.

The Buffalo Public Schools project creates a template for other regions across the state hoping to make history come alive through primary video source material.

[HTTPS://VIMEO.COM/SHOWCASE/6189369](https://vimeo.com/showcase/6189369)

NYS Social Studies Standards Alignment by Video Segment

New York State Social Studies Standards

Standard 1: History of the United States and New York

use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

10 Unifying ideas for Social Studies

1. Individual Development and Cultural Identity (ID)
2. Development, Movement, and Interaction of Cultures (MOV)
3. Time, Continuity, and Change (TCC)
4. Geography, Humans, and the Environment (GEO)
5. Development and Transformation of Social Structures (SOC)
6. Power, Authority, and Governance (GOV)
7. Civic Ideals and Practices (CIV)
8. Creation, Expansion, and Interaction of Economic Systems (ECO)
9. Science, Technology, and Innovation (TECH)
10. Global Connections and Exchange (EXCH)

<http://www.nysed.gov/curriculum-instruction/social-studies>

1. MICHIGAN STREET CHURCH (Runs: 4:54)

Underground Railroad overview featuring Buffalo's Michigan Street Baptist Church, which sheltered escaping slaves during their last stop before crossing the Niagara River into Canada. The piece touches on the need to preserve the church, which was built in 1845 by Buffalo's black community.

NYS Social Studies Frameworks Alignment:

Grade K*: Self and Others

Grade 1*: My Family and Other Families, Now and Long Ago

Grade 2*: My Communities and Other Communities

Grade 3*: Communities around the World

* Please use discretion with these segments to make sure they are age appropriate for your students.

Grade 4: New York State and Local History and Government

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

- Students will examine life as a slave in New York State.
- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Frederick Douglass, William Lloyd Garrison, and Harriet Tubman.

Grades 7 & 8: History of the United States and New York State I & II

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts. (Standards: 1, 5; Themes: SOC, CIV, GOV)

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

- Students will examine ways in which enslaved Africans organized and resisted their conditions.
- Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism

11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)

11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

2. HARRIET TUBMAN (Runs: 4:20)

Buffalo's links to the most celebrated rescuer of slaves, Harriet Tubman, run deep. Her great-grandniece Western New Yorker Arlene Olden, is featured by Mylous Hairston in this report, including a "road to freedom" reenactment in the backwoods of Niagara County. Although there is no written proof that Harriet Tubman actually walked this exact route, the report gives students an intimate portrayal of the no-nonsense abolitionist and her place in history

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3. BUFFALO'S AFRICAN AMERICAN COMMUNITY: MID-1800s (Runs: 3:29)

Buffalo's Progressive African American Community in the mid-1800's --and the ferrying of escaping slaves across the Niagara River to Canada. Re-enactment of the crossing is featured, along with the effort to restore and preserve Broderick Park, a crossing point.

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4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with

improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)

4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.

- Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today.

4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800s TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)

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- Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.

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4. BRODERICK PARK TIME CAPSULE (Runs: :54)

A time capsule (June 3, 2017) containing newspaper articles, inspiring essays by Buffalo students, and black history specials produced by WIVB-TV, is placed at Broderick Park. African American leaders Lillion Batchelor (Buffalo Quarters) and Bishop William Henderson (minister and caretaker of Michigan Street Baptist Church) comment on the messages they hope will be rediscovered a hundred years in the future -- that "God is on our side." and that descendants will "follow in our footsteps."

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5. REPLICA OF SLAVE SHIP AMISTAD IN BUFFALO (Runs: 6:30)

Lessons of the civil rights movement tie-in to a Buffalo visit by a replica of the slave ship Amistad. Western New York citizens and school children are visibly moved by this up-close encounter with the horrors of the slave trade. The piece summarizes the 1839 rebellion by would-be slaves held captive on the Amistad and also references a major debate in 1843 that took place in Buffalo between former slave Henry Highland Garnett, who was a militant abolitionist, and social reformer Frederick Douglas, on whether resistance should include bloodshed. (Runs 6:30)

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- Students will examine the seizure of the ship, *La Amistad*, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in *United States v. The Amistad* (1841).

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6. PAN-AM NEGRO EXHIBIT (Runs: 5:24)

The 1901 Pan American Exposition in Buffalo gives us insight into the thinking of the times at the turn of the 20th Century. Buffalo's prominent African American civil rights leaders were fighting the stereotypes featured in two popular but backward-thinking exhibits.

"The Old Plantation" furthered stereotypes of African Americans, referring to the children of slaves as "pickaninnies."

The "Darkest Africa Exhibit" was a carnival-type attraction reducing African culture to tribal "savages" with spears.

To counter these humiliating, degrading portrayals, an exhibit off the midway, which was less attended, highlighted the achievements of African Americans.

Through the preservation efforts of the Buffalo & Erie County Public Library, we are able to learn more about this exhibit, along with an unsung hero who brought President McKinley's assassin to the ground after Leon Czolgosz quickly twice fired his revolver. Students learn more about James Parker, an African American waiter who risked his life trying to save President McKinley from more gunfire. The Secret Service never gave him proper credit.

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8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)

8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women’s rights and the suffrage movement and spurred the creation of government reform policies.

- Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual’s work and the actions that individual took or recommended to address those issues.

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7. THE NIAGARA MOVEMENT (Runs: 7:06)

The Niagara Movement, named after Niagara Falls in order to create a great “current” of social change, is largely overlooked by students who study the Civil War and then jump to the civil rights gains of the 60s and Dr. Martin Luther King’s dream of equality. That is the view of Gen. Colin Powell. The former secretary of state introduces us to the Niagara Movement in this excerpt from the WIVB-TV documentary, “The Vision and the Victory.” Later in the piece he recalls being victimized by racial discrimination and “thrown out of restaurants in the South.”

The movement, spearheaded by civil rights activist W.E.B. Du Bois, was founded in Buffalo and laid the groundwork for the modern civil rights movement. This segment includes clips from the racist film “Birth of a Nation,” which glorified the Ku Klux Klan.

The late Julian Bond, who was chairman of the N.A.A.C.P. at the time “The Vision and the Victory” was produced, commented on the film’s impact and reflected on

A hundred years after the creation of the Niagara Movement, Julian Bond and some of America’s leading civil rights scholars whose organization created Black History Month, held their national conference in Buffalo and visited authentic sites dating back to the days of the Underground Railroad.

One topic of discussion involved proposed reparations for descendants of slaves. The piece gives the history of this movement as well, showing photos of Callie House, a former slave who, in 1897, began organizing a movement through black churches, demanding reparations for stolen labor. House was then convicted of trumped up charges of fraud and imprisoned by the federal government. The conviction was later overturned.

Secretary Powell ends the segment by asserting that America is not “trapped” in this chapter of history but is capable of creating a “new history” through positive social action.

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8. MARY B. TALBERT (Runs: 3:24)

The piece briefly revisits the degrading Pan Am Plantation and African exhibits which negatively depicted African Americans. The segment features the work of Mary B. Talbert, an emerging African American activist in Buffalo who successfully pulled together a coalition of forward-thinking black and white activists, who successfully lobbied Pan Am planners to bring in the Negro exhibit, featured in Segment 6.

Talbert later hosted the creators of The Niagara Movement in her home. She would direct a national anti-lynching campaign while serving as vice president of the N.A.A.C.P. She rallied women across the United States to fight for equal justice for all.

In Buffalo, women's clubs have long paid tribute to Talbert and her accomplishments. In 2006, Mary Talbert was posthumously inducted into the National Women's Hall of Fame in Seneca Falls, New York. On that same day, former First Lady and U.S. Senator Hillary Rodham Clinton was also inducted.

Senator Clinton, during her installation speech said Mary Talbert was "a woman ahead of her time...a woman of courage and incredible vision..." Talbert's grandniece, Jean Stachelski,

addressed the Women's Hall of Fame and said it was Talbert's courage, tenacity and drive that enabled her to help her own people.

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9. REV. J. EDWARD NASH (Runs: 4:02)

The Rev. J. Edward Nash served as pastor of the Michigan Street Baptist Church from 1892 to 1953. He worked with Mary Talbert to fight against racism and improve the quality of life for African American citizens in Buffalo and throughout the nation.

During his 61-year ministry, Rev. Nash used his church as a civil rights launching center for movements that had a national impact. According to the Uncrowned Queens Institute for Research & Education on Women, Rev. Nash, at age 24, chose to begin his ministry in the black-built church in Buffalo because of "its legendary association with the historic Underground Railroad." He was a born in Virginia in 1868.

Rev. Nash had a national reputation as an advocate for racial equality. In 1910 he hosted educator and author Booker T. Washington, who addressed the citizens of Buffalo at the Michigan Street Baptist Church.

In this ground-breaking segment from the WIVB-TV documentary “The Road to Freedom,” Rev. Nash’s son,

the late Jesse Nash Jr. revisits his untouched childhood home and recalls his father’s role in bringing branches of the N.A.A.C.P. and Urban League to Buffalo.

During the tour of the house, Buffalo’s African American leaders, including former Common Council President George Arthur found a “treasure trove of historical documents, including and personal letters and sermons of Rev. Nash. The Nash House would soon be renovated and turned into a museum and research center, dedicated to the preservation of Rev. Nash’s legacy.

NYS Social Studies Frameworks Alignment:

Grades K-4

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Grade 2*: My Communities and Other Communities

Grade 3*: Communities around the World

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Grade 4: New York State and Local History and Government

4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800s TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)

4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

- Students will investigate the reasons that African Americans moved into northern cities.
- Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.

Grades 7 & 8: History of the United States and New York State I & II

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)

8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed

attention to women's rights and the suffrage movement and spurred the creation of government reform policies.

- Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.

Grade 11: United States History and Government

11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)

11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

10. THE NASH HOUSE TODAY (Runs: 3:44)

This segment consists of excerpts from a produced video showing highlights of the Nash House Museum. Students can see the work that went into the project, which further illustrates the importance of Rev. Nash and his legacy to Buffalo and the nation.

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11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)

11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.

- Students will trace reform efforts by individuals and the consequences of those efforts, including:
 - W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis*, and the Silent Protest (1917)

11. BYRON BROWN ELECTED BUFFALO'S FIRST AFRICAN AMERICAN MAYOR (Runs: 6:51)

Students have a front row seat as Byron Brown is elected mayor of Buffalo in 2005. Previous segments establish the work of those throughout Buffalo's history who laid the groundwork for his victory. This segment revisits the unsuccessful mayoral campaigns of Deputy Assembly Speaker Arthur O. Eve (1977) and Common Council President George Arthur (1985). In the piece, mayor-elect Brown says some people tried to discourage him from running, certain that he would encounter racism. He said he intuitively knew, though, that he had a real chance of winning. "I felt that it was my time. There was something inside of me that always told me I was going to win this election."

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- Students will explain the significance of key civil rights victories, including President Truman’s desegregation of the military, *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
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Grade 12: Participation in Government and Civics

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12.G4d The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies between states in the United States.

12. THE STRUGGLE GOES ON (Runs: 5:07)

Despite great strides in civil rights and politics, Buffalo’s inner city remains depressed, facing great challenges when it comes to jobs and education.

In this segment 2005 segment from “The Promise of 100 Years: The Pride of a People,” students learn of Buffalo inner city frustrations in the 60s that led to riots and new pressure on City Hall to improve opportunities for black citizens.

There is a brief review of school desegregation in Buffalo, featuring comments by one of the plaintiff’s, former Common Council President George Arthur. The piece also features former

Deputy Assembly Speaker Arthur O. Eve and belief that many problems are caused by the inability of young African American students to learn proper reading skills.

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Grade 4: New York State and Local History and Government

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13. WHAT HAPPENED TO THE DREAM? Series Runs: (10:08)

This four-part series was produced about twenty years after Buffalo's inner city was subject to vandalism, looting, and rioting, due to rising frustrations over racial discrimination and lack of opportunity. It aired in 1987 and featured many of Buffalo's leading African American politicians and activists who were trying to keep Dr. Martin Luther King's dream of equality alive.

Students viewing the series should be challenged to reflect on conditions today, compared to thirty-two years ago. How much has changed, for the better or for worse?

Themes addressed in order of presentation:

1. Attempts to work within the political structure to affect positive social change. Those attempts fell short of the goal in the 1980s.
2. A growing sense among African American leaders that it would take the election of an African American mayor to respond to the needs of East Side residents. How has the quality of life changed for some inner-city residents under Mayor Byron Brown's leadership?

3. When the inner riots took place in the late 1960s, Buffalo police were accused of using excessive force to clear the streets. An African American police lieutenant says he joined the force as a means of “self-defense,” to avoid being a target himself. Lt. John Eberhart says he understands how frustrations can lead to bad behavior in the streets. He was one of only about twenty-four minority police officers when he put on the uniform around 1971. By 2015 minorities made up a third of the department. Currently the police commissioner is black. Has this made a difference in the way officers patrol neighborhoods, or is there a feeling that old problems still exist?

4. At the time of this series, a new generation was being raised in schools that were integrated. Students were bused to schools to achieve racial balance. What is the situation today? Did busing work? Did integration lead to a greater understanding between the races?

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14. THE BLACK CHURCH'S ROLE IN ECONOMIC AND SOCIAL CHANGE (Runs: 4:31)

This segment offers students the challenge to see if plans by inner city churches to improve social and economic conditions for East Side residents panned out. The programs were initiated by some of Buffalo's most passionate and accomplished African American spiritual leaders who also wielded major political power.

One of the most prominent was the Rev. Dr. Bennett Walker Smith, who died on August 7, 2001. He was nationally known as a fighter for civil rights, having marched with Dr. Martin Luther King,

Jr. In Buffalo, he was also recognized for “putting his faith into action,” improving the lives of inner-city residents through many economic development projects. This series of reports, highlighting his many accomplishments and solidifying his legacy, aired in the days following his death.

14a. As Buffalo faced increasingly difficult times economically and educationally, black congregations in Buffalo increasingly filled-in the gaps created by limited government resources and a lack of private investment in the inner city. As Rev. Darius Pridgen comments in this segment, “the church has kind of become the ‘everything’ in the black community...from health awareness and HIV, to education enhancement, to economic development.”

Projects outlined in this segment:

Greater Refuge Temple – A new plaza comes to Jefferson Avenue. Greater Refuge Temple plaza was made possible through donations of \$200,000 dollars from churchgoers and \$50,000 dollars in funds from Erie County. Shops include; Donnie’s Smoke House BBQ & Catering,

Blessed Family Boutique & Bookstore, Wash’n Shine Car Wash, a hat store, and insurance agency.

Saint John Baptist Church – Plans in 2004 to build 300 new single-family homes and senior housing complexes at a cost of more than \$50 (M) million dollars. Already established: Saint John’s Tower and the McCarley Gardens housing complex.

True Bethel Baptist Church – Plans to open a Subway restaurant franchise inside the church. Already established: A screen-printing franchise.

(Runs: 7:44)

14b. Rev. Richard Stenhouse of Bethel AME Church shows how a partnership between his church and government led to the rehabbing of eight homes on Buffalo’s East Side. Better housing, says Stenhouse, can draw people back to the community and improve conditions. Plans for 2005 are also laid out of a new day care center and a business incubator for a half-dozen entrepreneurs.

(Runs: 2:10)

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Grade 12: Economics, the Enterprise System, and Finance

12. E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

12.E3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).

12.E3d A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.

12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

Grade 12: Participation in Government and Civics

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15. STREET GANGS AND INNER-CITY CRIME (Runs: 6:50)

This segment features Rich Newberg’s perspective on violence perpetrated by young street gang members who lack a moral compass. The elements in this selection were taken from Mr. Newberg’s video memoir, “One Reporter’s Journey” at the time of his retirement as senior correspondent at WIVB-TV, Channel 4 in Buffalo.

Discussion of the issues raised can range from the realities of street crime and the impact on young people growing up, the sense of hopelessness that must be addressed by community leaders as well as representatives from all levels of government, the role of the church, the responsibility of every citizen to uphold the law and help those “falling through the cracks,” and finally, the role of the news media in reporting these types of stories as well as asking the right questions and avoiding sensationalism.

The final reports deal with eight shootings at the City Grill restaurant in Buffalo resulting in four deaths and four people wounded, one critically.

The shooter, Riccardo McCray, ended up surrendering to Rich Newberg, fearing a confrontation with Buffalo police. Mr. Newberg ended up questioning McCray while waiting for the prime suspect’s lawyer to arrive at the TV station. The entire interview of McCray was presented to the jury, with Mr. Newberg serving as a witness for the prosecution. McCray was convicted of first-degree murder, attempted murder, and weapons possession and is serving a sentence of life in prison without parole.

NYS Social Studies Frameworks Alignment:

Grades 7 & 8: History of the United States and New York State I & II

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16. BUFFALO’S RESPONSE TO RACISM & HATE CRIMES (Runs: 41:55)

One of the most troubling movements of our times involves the resurgence of hate groups and racially motivated acts of violence in the name of white supremacy--

Students will see in the following archival video, that even decades ago, local communities in our region directly confronted those who spewed hatred toward certain ethnic groups and people of color.

It was Nobel laureate and Holocaust survivor Elie Wiesel who once said, “Evil is not all powerful. It is possible to break it. For one human being to stand up, an evil is broken.”

[Entire Section Runs: 41:54 / Individual segment times and summaries listed below]

16. Race Relations in Buffalo: Reaction to Racist Comments
WIVB-TV Report - July 18, 2012 - Runs: 5:20

In the wake an arson fire that destroyed a property owned by an African American landlord, the racist comments by a house painter working in South Buffalo touches off a dialogue about race relations in the city.

The house painter says, “People in these neighborhoods don’t want those type of people moving down here and ruin the property value and destroying the neighborhood. So, when things like that happen, it shouldn’t be such a shock.”

People of good will in South Buffalo’s Old First Ward who react to the report, point to programs designed to increase understanding between the races. In addition, civil rights leaders say a public discussion of racism in the city of Buffalo is “long overdue.”

Students may want to discuss the initial decision to air the racist comments of the house painter, as well as the merits of a follow-up Special Assignment Report. Would it have been better to have ignored one man's racist views, or did the city benefit from an open discussion on issues of race?

[Brief History of Race Relations in Buffalo -- Dr. Henry Taylor July 18, 2012 Interview runs: 14:37]

Rich Newberg's report is followed by his interview of Dr. Henry Taylor, director of the Center for Urban Studies at the University at Buffalo. Dr. Taylor gives a brief historical review of race relations in the city of Buffalo, noting that black and white citizens lived together peacefully before the Great Depression led to the "redlining" of neighborhoods, making it more difficult for African American home buyers to live where they choose.

[Brief interview with Buffalo civil rights leader Rev. Darius Pridgen July 18, 2012 Interview Runs: 3:33]

Rev. Darius Pridgen, President of the Buffalo Common Council and former Buffalo School Board member, welcomes the discussion of race relations in Buffalo. He believes the issue has long been ignored.

[Racially Contentious Buffalo School Board Vote on Whether to Retain Superintendent Dr. Pamela Brown -- WIVB-TV Report September 25, 2013 Runs: 5:15]

The Buffalo School Board votes 5 to 4 along racial lines to retain the services of Dr. Pamela Brown. Those who support the Superintendent claim some of her critics are not giving her a fair opportunity to prove herself because she is African American. School Board member Carl Paladino, one of Dr. Brown's most vocal critics, claim it is her supporters who are using race as an issue, instead of objectively judging whether her performance meets expectations.

[Iroquois Central School Board Member Censured: November 9, 1992]

Iroquois Central school board member Michael McCormick is censured after refusing to retract anti-Semitic comments attributed to him. School district residents confront McCormick at a school board meeting and express their outrage. One resident describes the comments as "hateful, disgusting...and sick."

(Runs 1:45 from -- WIVB-TV report: November 9, 1992)

16a. [Auburn Rally Against Nazis and KKK: September 1993]

A handful of white supremacists are rebuffed by hundreds of counter protesters in Auburn, New York. Violence erupts on the streets during one confrontation. Police escort the white power advocates from the scene as anti-racism protesters declare victory.

(Runs: 2:35 from -- report aired on WIVB-TV September 1993)

16b. [Protesters in Erie, Pennsylvania Confront White Supremacists at a Ku Klux Klan Rally: June 1992]

Neighbors in a rural community in Erie, Pennsylvania claim the Ku Klux Klan was brought into their neighborhood to harass a family whose children are of mixed race.

(Runs: 1:44 from – WIVB-TV report: June 1992)

16c. [Buffalo Unites Against Hate Crimes During the Search for a Serial Killer 1980 – 1981 (four pieces)]

As a massive search is underway for a man believed to be connected to multiple murders of African American males, a cross is set on fire on Buffalo's East Side.

In response to growing anger and fear, citizens of all colors, religions, and walks of life unite to take a stand against racism. There is a massive rally in Niagara Square under the banner of Unity Day.

The response comes a few months after a neo-Nazi in Buffalo stages a demonstration with one other white supremacist from Canada. Hundreds of counter-demonstrators fill the streets of downtown Buffalo, vowing to fight racism.

The serial killer turns out to be Joseph Christopher of Buffalo, who had tried but failed to receive significant psychiatric help for his condition of paranoid schizophrenia.

(Runs: 5:57 from – WIVB-TV .22 Caliber Killer reports: 1980 -- 1981)

[Response to Racist Comments Following the Torching of a South Buffalo Rental Property Owned by an African American Landlord: July 18, 2012]

NYS Social Studies Frameworks Alignment:

Grades 7 & 8: History of the United States and New York State I & II

8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)

8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.

- Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.

- Students will explain the significance of key civil rights victories, including President Truman’s desegregation of the military, *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.

Grade 11: United States History and Government

11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)

11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.

11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

17. AFRICAN AMERICANS AND THE ARTS IN BUFFALO (Runs: 16:29)

The Colored Musicians Club, founded in 1918, was a “must stop” for the nation’s greatest jazz musician, including Dizzy Gillespie, Count Basie, Duke Ellington, Ella Fitzgerald, and Billy Holiday. When they played Buffalo, they took part in “jam sessions” with Buffalo’s gifted musicians of the jazz era. They played together until the sun rose.

While the African American musicians were not welcomed into the white musicians union, and had to organize separately, the Colored Musicians Club played host to people of all ethnic and racial backgrounds, simply because the jazz there was the best in Buffalo.

This segment introduces students to the very musicians who

thrived during Buffalo’s golden era of jazz, and who are determined to keep the legacy alive. They reflect on the times of segregation, but how a love of making music together united them. There is a special tribute to Al Tinney, a Buffalo jazz pianist who died on December 11, 2002, as “Buffalo Soul: The Legacy Plays On” was being produced. University at Buffalo Music Professor Jim Patrick asserts, “Al Tinney was one of the founding fathers of modern jazz music.”

A good follow-up assignment would be a field trip to the museum at the club, which also brings to life more than a hundred years of music making by some of Buffalo’s most soulful artists.

17a. Ann Montgomery's Little Harlem Hotel and Cabaret (Runs: 2:21)

It brought in big stars beginning in the 1930s. Mrs. Montgomery was known as "The Queen of the Cabaret Days" in Buffalo, according to her husband, Paul Woodson, who continued to manage the nightclub after his wife's death on April 11, 1978.

This piece brings back the era, along with some Buffalo jazz greats who played at the Little Harlem. Following its designation as a national historic site, the Little Harlem was destroyed by fire on February 13, 1993.

17b. Job Opportunities for African Americans (Runs: 4:54)

During the heyday of Buffalo nightspots in the 1920s, 30s, and 40s, African American job seekers coming from the South, found opportunities for work in Buffalo's auto and steel plants.

They took jobs that even European immigrants found too challenging, according to women in their 90s who reflected on the era.

This piece highlights Eva Noles, a Buffalo cleaning woman who broke the color barrier to train as a nurse in the Queen City. She eventually became Director of Nursing at Roswell Park Cancer Institute.

Mrs. Noles and hundreds of other African American women who rose to prominence in Buffalo became known as "Uncrowned Queens." The founders of the Uncrowned Queens Institute for Research & Education, Barbara Seals Nevergold, Ph.D. and Peggy Brooks-Betram, Ph.D., was founded in 1999. The women they research played major roles in building their churches, their schools, social organizations, and "networks that reached far beyond Buffalo..." Dr. Nevergold's father, Rev. W. B. Seals, captured the lives and culture of many of Buffalo African American families through his photographs. His daughter Barbara hopes the pictures will inspire future generations to explore the rich history of Buffalo's African American community.

A student note of interest: Uncrowned Queens has expanded its recognition to now include up and coming young leaders of color, male and female. Dr. Barbara Seals Nevergold is the outgoing President of the Buffalo Board of Education and might be willing to make a classroom appearance.

17c. Remembering the life of Emma Gillespie. (Runs 1:47)

She was known as "Mother Gillespie" and was born in 1874; the year President Ulysses S. Grant visited the Chautauqua Institution when it first opened. She passed away in 1986 at age 112, and was remembered for her wisdom and willingness to share it with those who called on her for help. She left behind 41 great grandchildren, 22 great-great grandchildren, and 2 great-great-great grandchildren.

17d. Keeping African American History Alive through Dance and Theater (Runs: 7:09)

For decades the cultural heartbeat of Africa has been sustained on Buffalo's East Side through the rhythm of dance. The African Cultural Center gives African American students a sense of identity and pride by passing along the customs, traditions, and culture of their ancestors. Through African dance and drumming, students build self-esteem and communication skills. They also learn about African folklore through stories handed down from generation to generation.

Culturally specific stage productions at the center also give African American writers and performers an opportunity to test themselves and grow in their profession. Productions often reflect life and struggles in the inner city. As former Deputy Assembly Speaker Arthur O. Eve once quoted from an African saying, “Minute by minute, hour by hour, if we lose our history, we lose our power!”

NYS Social Studies Frameworks Alignment:

Grades K-4

Grade K*: Self and Others

Grade 1*: My Family and Other Families, Now and Long Ago

Grade 2*: My Communities and Other Communities

Grade 3*: Communities around the World

* Please use discretion with these segments to make sure they are age appropriate for your students.

Grade 4: New York State and Local History and Government

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

- Students will examine life as a slave in New York State.
- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

Grades 7 & 8: History of the United States and New York State I & II

8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

- Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.

Grade 11: United States History and Government

11.7 PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.

(Standards: 1, 4; Themes: ID, TCC, SOC, CIV)

11.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.

- Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture.

18. Dug's Dive and Buffalo's Bawdy Canal District (Runs: 5:59)

The legendary "Dug's Dive," operated by former slave William Douglas, gives us an African American "hook" to Buffalo's historic Canal District--

This segment from WIVB-TV's "In Our Lifetime," which documents the rebirth of Buffalo's inner harbor, includes a reenactment depicting the character of the man who ran the notorious saloon and boarding house on the banks of the Erie Canal Commercial slip.

The piece provides students with a broad overview of the Canal District's history and how that history is playing a vital role in Buffalo's renaissance.

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Grades 7 & 8: History of the United States and New York State I & II

7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward. (Standards: 1, 3; Themes: ID, MOV, TCC, GEO)

7.6c Westward expansion provided opportunities for some groups while harming others.

- Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.
- Students will examine the ways westward movement affected the lives of women and African Americans.

Grade 11: United States History and Government

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

11.3a American nationalism was both strengthened and challenged by territorial expansion and economic growth.

- Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy.

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

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