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	Autore	WOOD, Alfred C.
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Nota di bibliografia

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Nota di contenuto

Introduction -- Part I: The Spectrum of Teacher Activism -- Teaching to "undo their narratively condemned status": Black educators and the problem of curricular violence / Jarvis R. Givens -- Cynthia Plair Roddey: Carolina activist and teacher in the movement / Alexis M. Johnson, Danielle Wingfield, & Derrick P. Alridge -- "It only takes a spark to get a fire going": Lois A. Simms and pedagogical activism during the Black freedom struggle, 1920-2015 / Jon N. Hale -- "We experienced our freedom": the impact of valued segregated spaces on teacher practice and activism / Kristan McCullum & Hunter Holt -- "In the face of her splendid record": Willa Cofield Johnson and teacher dismissal in the civil rights era / Crystal R. Sanders -- Part II: Activism Across the South and Beyond -- Planning, persistence, and pedagogy: how Elizabeth City State Colored Normal School survived North Carolina's white supremacy campaign, 1898-1905 / Glen Bowman -- "They were very low key, but they spoke from wisdom and experience": how Black teachers taught self-determination at Carver Senior High School in New Orleans / Kristen L. Buras -- "Dedication to the highest of callings": Florence Coleman Bryant, school desegregation, and the Black freedom struggle in postwar Virginia, 1946-2004 / Alexander Hyres -- Hidden in plain sight: Black educators in the "militant middle" of Alabama's municipal civil rights battlegrounds / Tondra L. Loder-Jackson -- From Jim Crow to the civil rights movement: the University of Missouri's Black faculty, staff, and student organizations fight back! / Vanessa Garry & E. Paulette Isaac-Savage -- W.E.B. Du Bois and the University of Berlin: the transnational path to educational activism / Bryan Ganaway.

Sommario/riassunto

"A fresh examination of an underexplored aspect of the civil rights movement--teacher activism. Drawing on oral history interviews and archival research, *Schooling the Movement* examines the pedagogical activism and vital contributions of Black teachers throughout the Black freedom struggle. By illuminating teachers' activism during the long civil rights movement, the editors and contributors connect the past with the present, contextualizing teachers' longstanding role as advocates for social justice. *Schooling the Movement* moves beyond the prevailing understanding that activism was defined solely by litigation and direct-action forms of protest. The authors in this volume broaden our conceptions of what it meant to actively take part in or contribute to the civil rights movement"--