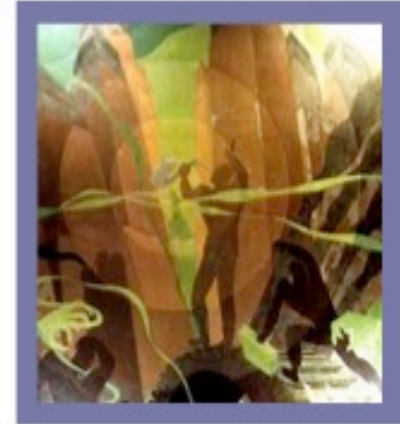




# THE SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE: LIBRARY AND TREASURE TROVE



## An Enrichment Program for Students & Teachers

Blueprint by Sharon Fitzgerald

Editor/Teacher/Schomburg Scholar

**“Let’s begin by saying that we are living through a very dangerous time. ...So any citizen of this country who figures himself as responsible—and particularly those of you—who deal with the minds and hearts of young people—must be prepared to ‘go for broke.’”**

***A Talk to Teachers*  
James Baldwin**



**WITHIN THE SCHOMBURG CENTER, THE DISCOVERY OF BLACK CULTURE IS SHARED BY SCHOLARS, STUDENTS, AND DEDICATED MEMBERS OF ALL COMMUNITIES.**



The Schomburg Center is a universe of art, literature and history inhabited by giants. The legacies of Langston Hughes, Augusta Savage, Jacob Lawrence, Richard Wright, W. E. B. DuBois, and Malcolm X converge here.

In what better place can students be motivated to find answers to “open-ended” questions? A Schomburg Education Enrichment Program would ignite curiosity, dissolve boundaries, and usher students onto a planet propelled by inquiry and scholarly research.



# DISCOVERING THE LIBRARY







## **+ DISCOVERING THE LIBRARY**

**AN ENRICHMENT PROGRAM WOULD AWAKEN MINDS—  
TO BOTH THE LEGACY OF LIBRARIES AND THE WONDERS  
OF BLACK HISTORY & CULTURE.**

## + DISCOVERING THE LIBRARY

“WHEN TEACHING HAS TRULY SUCCEEDED, STUDENTS LEAVE WITH AN ABILITY TO LEARN, QUESTION, AND COMMIT ON THEIR OWN.” STANFORD UNIVERSITY

- An Enrichment Program would compliment the work of the Schomburg Education Department by encouraging the appropriate use of an archival collection, reinforcing research strategies, and promoting an interdisciplinary approach to teaching and learning.
- While introducing students to the Schomburg's holdings, programs and exhibitions, the Enrichment Program would support the efforts of teachers by providing instructional units that are culturally relevant and responsive to curriculum objectives and learning standards.

# + DISCOVERING THE LIBRARY

## MAKING CLASSROOM CALLS

- **Outreach** would be an essential component of the Enrichment Program. As economically distressed school systems eliminate positions held by school librarians, students have a greater need to connect with the society's research experts.
- Teachers and students would receive the support of visiting—or virtual—scholars. Enrichment Program research guides, project outlines, and annotated reading lists would be accessible to classrooms via the Schomburg Center's website.

## THE BELL IS RINGING!

*The New York Times*

### **In Lean Times, Schools Squeeze Out Librarians**



Article by Fernanda Santos; published on June 24, 2011.



## + DISCOVERING THE LIBRARY

- The Enrichment Program would accentuate the library's unique research materials. Project outlines would encourage the examination of art, artifacts, music, photography, film, and written documents.
- Standards-based, curriculum-ready, inquiry-driven lesson plans would be made available to teachers on an Enrichment Program menu. "Virtual scholars" would assist students with these and other research activities during online brainstorming events.
- Class tours of the Schomburg Center would be organized to address the interests and academic needs of different age groups. Students would be invited to discuss their research ideas and strategies with librarians.
- An Enrichment Program link from the Schomburg Center's website would transport students and teachers onto a landscape upon which to exchange and analyze ideas about history and culture.

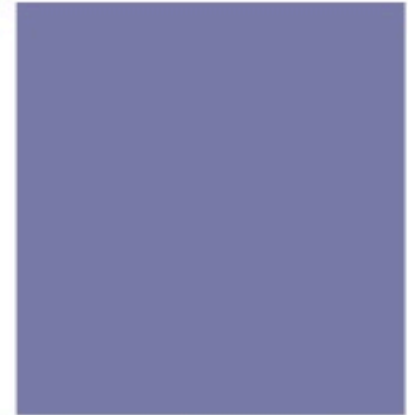






THE ENRICHMENT PROGRAM WOULD PLACE THE SCHOMBURG NARRATIVE AT CENTER STAGE.

“During the 1920s, librarian Ernestine Rose and bibliophile/historian Arturo Schomburg envisioned a collection that reflected the experiences and imaginations of Harlem’s new residents. The 135<sup>th</sup> Street Branch of the New York Public Library became a place where the history and culture of the city’s African-Americans fused with the stories of their brethren from the southern states, the Caribbean, Africa, and South America. A legendary renaissance had begun...”





# CULTURAL LITERACY AND THE 800-TON GORILLA



## CULTURAL LITERACY & THE 800-TON GORILLA

“THROUGHOUT OUR HISTORY, AFRICAN AMERICANS HAVE SOUGHT LITERACY AND HAVE BEEN WILLING TO MAKE SACRIFICES FOR THE LITERACY EDUCATION OF THEIR CHILDREN.” VIVIAN GADSDEN

- The Enrichment Program would treat literacy as the threshold to achievement. A “canon-for-kids” approach to classic literature and popular writing would make it “cool” to be well-read.
- The program’s community-based approach to storytelling would create havens in which black culture’s literary traditions resonate.







## CULTURAL LITERACY & THE 800-TON GORILLA



- An annotated, culture-rich guide to literature would inform parents, teachers, and after-school organizations. “Canon-for-Kids” reading lists would be designed for students on all grade levels.
- Storytelling workshops would be held in the American Negro Theater. Speakers would focus on the art form’s technical, aesthetic, and instructional components.
- Guest authors and storytellers would entice young audiences at Saturday programs held in the Langston Hughes Auditorium. Panels of young readers would conduct question-answer sessions at each gathering.
- The Enrichment Program’s literacy outreach would include Internet feeds and radio broadcasts of Schomburg storytelling events.

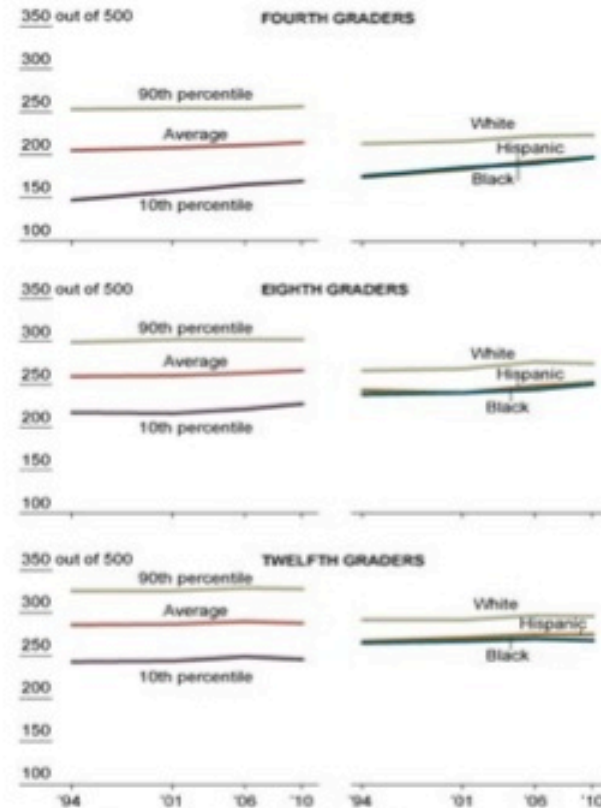


## CULTURAL LITERACY AND THE 800-TON GORILLA

Recent scores of the National Assessment of Educational Progress indicate that, despite modest improvements, American students are least proficient in the subject of history. Most fourth graders were unable to explain the importance of Abraham Lincoln. Only 2% of the nation's 12<sup>th</sup>-grade students correctly answered a question about the Supreme Court's *Brown v. Board of Education* decision.

### Small Improvements in Scores

Average scores on history exams rose only marginally from 2006 to 2010. But the scores of students who traditionally have been the lowest-performing, including black and Hispanic students, rose faster.



Source: U.S. History 2010, National Assessment of Educational Progress at Grades 4, 8 and 12

## + CULTURAL LITERACY & THE 800-TON GORILLA

“WHAT WE ARE MERELY TAUGHT SELDOM NOURISHES THE MIND LIKE THAT WHICH WE TEACH OURSELVES.” CARTER G. WOODSON

- The Enrichment Program would blast students “out of the box” by stoking their imaginations and exposing them to reference materials that inform and empower their approach to inquiry:
  - A history-and-culture tabloid would create headlines of “back-in-the-day” events, issues, and debates; the paper’s feature pages would invigorate the past by presenting profiles of historic figures, puzzles, and illustrations;
  - In collaboration with the Schomburg Junior Scholars Program, students would be invited on stage to present one-act plays, poetry, prose, and oratory. The original and classic material performed would focus on historic themes and events such as the Civil Rights Movement;
  - Discovery packets (featuring research activities and reading lists) would help students to prepare well-documented essays and term papers.



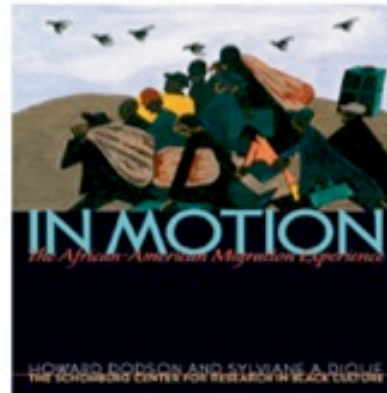
# DISCOVERING THE TREASURE TROVE





## DISCOVERING THE TREASURE TROVE

Schomburg exhibitions and programs would provide a foundation for the Enrichment Program's teaching-and-learning initiatives. While visiting the galleries, attending performances, or perusing digital collections, students will begin to associate creative expression with informed scholarship.



## + DISCOVERING THE TREASURE TROVE

“THE GUIDING OF THOUGHT AND THE DEFT COORDINATION OF DEED IS AT ONCE THE PATH OF HONOR AND HUMANITY.” W. E. B. DU BOIS

- The Enrichment Program would support the efforts of parents and educators by encouraging students to enter 21<sup>st</sup>-Century classrooms as confident-and-dynamic learners.
  - The Enrichment Program network would allow students to discuss history and culture with their peers around the country.
  - Discount-ticket campaigns would enable families to attend cultural events.
  - Students' outstanding history-and-culture projects (both independent and classroom-initiated) would be recognized on the Enrichment Program's website at the conclusion of each grading period.
  - Student responses to cultural phenomena, events and exhibitions would be published on the Enrichment Program's website.
  - A curatorial guide would help students and teachers to create informative classroom exhibitions on black history and culture.



**“Not long ago, the Public Library of Harlem housed a special exhibition of books, pamphlets, prints and old engravings, that simply said, to skeptic and believer alike, to scholar and school-child, to proud black and astonished white, ‘Here is the evidence.’”**

***The Negro Digs Up His Past*  
Arthur A. Schomburg**



“Popular culture” describes ideas that people are exposed to and feel compelled to understand.



## DISCOVERING THE LIBRARY AND THE TREASURE TROVE

THE SCHOMBURG CENTER'S EDUCATION  
ENRICHMENT PROGRAM