

# FY2011 Appropriations Request Form

Office of Congresswoman Jackie Speier  
211 Cannon House Office Building  
Washington, D.C. 20515  
Phone: 202/225-3531  
Fax: 202/226-4183  
Website: [www.speier.house.gov](http://www.speier.house.gov)

Individuals/Organizations must respond to all questions on the form. Incomplete proposals will not be considered.

All appropriations project requests will be presented to and evaluated by the 12<sup>th</sup> Congressional District's Citizens Oversight Panel, made up of community leaders. **This year's panel meetings will be held on February 26, March 5 and March 12, 2010 in the 12<sup>th</sup> Congressional District.** Appointments to appear before the panel must be made through Cookab Hashemi, Chief of Staff, at 202/225-3531 or via email, [Cookab.Hashemi@mail.house.gov](mailto:Cookab.Hashemi@mail.house.gov).

**IMPORTANT NOTE:** All information provided on this form and any supporting documents will be made available to the public on the Congresswoman's website.

**DEADLINE: Forms are due by Friday, February 12, 2010 @ 6:00 p.m. (P.S.T.)/9:00 p.m. (E.S.T.). Project requests submitted after that date will not be considered.**

**Date Submitted:** February 11, 2010

**Project Name:** SOJOURN TO THE PAST

[www.sojournproject.com](http://www.sojournproject.com)

A non-profit social justice/civil rights educational outreach program for high school students, serving the 12<sup>th</sup> Congressional District for the past ten years

**Individual/Organization:** *(Is the grantee located in the 12<sup>th</sup> Congressional District?)* **YES**

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**Amount Requested** (*if requesting report language, please attach.*):

**\$1,000,000.00**

**Appropriations Bill/Account/Relevant Authorization law/bill/status** (*e.g., “Public Law 107-111”; “FY2008 DOD Authorization”, “Currently pursuing authorization through Agriculture Committee”, “Safe Drinking Water Act” or “Hatch Act”*) *Applicants uncertain as to how to answer this question should contact Cookab Hashemi at 202-225-3531 or via email, [Cookab.Hashemi@mail.house.gov](mailto:Cookab.Hashemi@mail.house.gov) for assistance:*

Labor/Health & Human Services/Education  
US Dept. of Education  
Education for the Disadvantaged

**Local Contact** (*Please provide full contact information, including any relevant phone extensions, and indicate if there is a separate D.C. contact. Please provide local address, state, zip code and email address*):

**Jeff Steinberg**  
Executive Director  
Sojourn to the Past  
300 Piedmont Ave., San Bruno, CA 94066  
Office: 650-952-1510; cellular: 650-270-6700  
[rfkldr@aol.com](mailto:rfkldr@aol.com)

**Organization’s Main Activities.** (*Please limit your response to 250 words and indicate whether it is a public, non-profit or private for-profit entity.*)

*Sojourn to the Past* (Sojourn) is the longest running civil rights education/outreach program for youth in the U.S. The unique, transformative, empowering academic program takes high school students from diverse backgrounds out of the classroom for a ten-day living history/humanities lesson along the path of the Civil Rights Movement in the Southern U.S. Students meet with prominent foot soldiers of the Movement and engage in rigorous scholarly research, analysis, dialogue and reflection, deeply exploring the history and lessons learned from the Movement.

Aligned with California State Standards in U.S. History and Government, the program is significant, not only for its historic value, but, importantly for the burgeoning recognition of responsibility for students to put the lessons they learn from the Movement into practice in their schools and

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communities toward creating a more civil society that is free of discrimination, violence, hatred, bigotry, inequity. Students are challenged to reach within themselves to define the values that drive them and to defend the principles of equality and justice - a deep and personal inquiry that rarely happens in the classroom.

These journeys are preceded by presentations made about the Civil Rights Movement and its relationship to current equity and justice issues during school-wide assemblies and meetings where Sojourn reaches a considerably larger audience (40,000) annually of students, school staff, and parents.

Upon completion of Sojourn and its Community Service component (requiring ten hours of volunteer service in the community where they attend school), students are eligible for three units of college credit.

**Please show main items in the project and total cost in a simplified chart form.**  
*(Please include the amount of any Federal/State/Local/Private funds, including any in-kind resources.)*

This request for \$1 million is to enable the non-profit organization, *Sojourn to the Past*, to expand its educational program to reach a minimum of 1,000 economically disadvantaged students in the 12<sup>th</sup> District by providing fellowships that will assist with their tuition. The maximum amount of each fellowship awarded will be 60% of the tuition. Sojourn's philosophy is that students applying for assistance must raise some of the tuition to demonstrate serious commitment to the rigorous academic program. And, Sojourn's philosophy is to engage as many students as possible regardless of their financial need.

In 2007, 08, 09, Sojourn provided \$334,000 in fellowships to hundreds of economically disadvantaged students, many of them from the 12<sup>th</sup> District.

Over its ten year history, Sojourn has demonstrated a consistent ability to generate hundreds of thousands of dollars in financial support annually through a diverse combination of funding strategies, which includes tuition fees (approx. 65% of annual revenue); individual donors (approx. 16% of annual revenue); business contributions (approx. 7% of annual revenue); and grant awards from private foundations and government agencies (approx. 12% of annual revenue). Some examples:

- In 2001 - Sojourn received one time funding from the State of California in the amount of \$350,000, co-sponsored by then State Senator Jackie Speier
- Sojourn has received funding from the San Mateo County Board of Supervisors twice, totaling \$40,000.

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- 2005-2009 – support from foundations alone was approximately one million dollars including from the Peninsula Community Foundation and the Silicon Valley Community Foundation (plus additional income from private donors and student fundraising)
- 2007, 08, 09 – support from grants, private/public sector (exclusive of student fundraising) was in excess of \$800,000
- 2007, 08, 09 – students raised \$475,000
- In kind donations for the past three years: \$5,000 for printing
- Sojourn will maintain its ongoing fundraising efforts to sustain/expand the program.

The annual operating/program budget for the non-profit Sojourn to the Past is \$1.5 million and includes the tuition of \$2,600 per student. The budget also includes dollars for fellowships that Sojourn grants to assist students who are economically disadvantaged and cannot afford the fee. This request for FY2011 funding would significantly increase the number of economically disadvantaged students in the 12<sup>th</sup> District who can participate.

The tuition of \$2600 per student for the ten-day educational journey pays for RT air fare, lodging, hotel security, registered nurse, meals, on ground transportation, honorarium for speakers, entrance fees to museums, books and curriculum materials.

Tuition does NOT include the management/operations expenses incurred by the organization such as chaperones for the journeys, staff salaries, rental of facilities and equipment for instruction on the journeys, insurance, and so forth. These costs are not passed on to the students.

Not related to this request, but significant to Sojourn's commitment to expand outreach not only in California, but across the nation, is that Sojourn has submitted a proposal - supported by scholar-historians and legislators, Congresswoman Speier among them - to the National Endowment for the Humanities to expand the program to serve additional students in the Southern United States. Currently, students from California, New York, and Ohio participate in Sojourn to the Past.

**Project Description, including a timeline, goals, expected outcomes and specific uses of Federal Funds. (Your response must focus on the requested funds rather than the organization's mission and general activities. Please limit your response to 250 – 500 words.)**

Over the course of five years, the \$1 million Appropriation Funding will provide fellowship assistance to enable a minimum of 1,000 economically disadvantaged students in the 12<sup>th</sup> District to experience Sojourn's living history lesson in social justice and human rights, empowering them to promote awareness of social injustice and to create a more civil society where diversity is embraced injustice is spoken out against and all people are treated with dignity. The educational itinerary and curriculum bibliography are attached.

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Every high school graduate in the United States must pass a U.S. history class that includes a review of the key events of the Civil Rights Movement of the 1950s and '60s. While most of these graduates could easily identify a photograph of Dr. Martin Luther King, Jr. and describe the separate but equal nature of Jim Crow Laws, most maintain little understanding of the broad historical significance of the Movement and its relationship to the human rights issues with which our society continues to struggle. The ten-day educational journey is comprised entirely of interpretation of history and the humanities.

Of significance is that, for many of the diverse group of students participating from the 12<sup>th</sup> District, the Sojourn educational program enables them, for the first time, to envision themselves capable or motivated to meet rigorous academic standards in studying, analyzing, and describing the history/lessons of the Movement and relating those lessons to their own lives. Students are eligible for college credit upon completion of the course which requires that they also complete a Community Service component which must be fulfilled in the community where they attend school.

Oftentimes students participating are not focused on planning for college or on contributing service to their communities. However, as demonstrated through student testimonials, teacher observations, and by surveying the students before and after journeys, no fewer than 80% see the relevance of the curriculum to their lives and to the lives of others. Among the changes in students' behavior and attitudes that we anticipate from this funding are:

- an increased sense of empowerment to affect change and help others
- an increased belief in their capability to conduct rigorous academic work
- an increased commitment to be an educated and active voter in local and national elections
- an increased commitment to community service and civic responsibility
- an increase in student activism in schools to promote non violence and awareness of social justice
- a heightened understanding of America's diverse cultures and readiness to accept, celebrate, defend differences
- an increase in the number of students pursuing careers in social justice

Further, teachers in the 12<sup>th</sup> District who participate in Sojourn return also empowered with new methodologies for teaching the next generation about lessons learned from our shared American history and their relationship to current human rights issues – benefiting countless numbers of youth.

Co-sponsored by Congresswoman Speier, Congressman John Lewis has introduced Resolution H.Res.1058 in Congress commending the work of Sojourn and its impact on student outcomes.

### **How will this project request serve to expand the capacity of your organization and how will your organization sustain this work beyond the**

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**federal funding? (Your response must focus on the impact of the requested funds rather than the organization's long-term goals.)**

Over the course of five years, Appropriations Funding will enable Sojourn to engage a minimum of 1,000 economically disadvantaged students from the 12<sup>th</sup> District.

To date, Sojourn has engaged 5,400 students on 55 interpretive educational journeys in history and the humanities; a large percentage of these students have come from schools in the 12<sup>th</sup> District.

Over its ten year history, Sojourn has demonstrated a consistent ability to generate hundreds of thousands of dollars in financial support annually through a diverse combination of funding strategies; however, in striving to maintain diversity among student participants, which includes those who are economically disadvantaged, the state of the economy in recent years has placed Sojourn in the position of needing to allocate more and more dollars from the budget for fellowships. This constrains dollars which the organization can otherwise use for expanded outreach in the 12<sup>th</sup> District and elsewhere in California – thus, this request for Appropriations Funding.

To avoid repetition, please see under Project Cost for additional information regarding Sojourn's history of sustaining the program and under Local Significance of the Project for impact on the 12<sup>th</sup> District.

**Can this proposal be funded via fees levied on users of the service or via the ordinary capital budgeting process of the organization?**

The annual operating budget for the non-profit *Sojourn to the Past* is \$1.5 million and includes the tuition fee of \$2,600 per student. The budget also includes dollars for fellowships that Sojourn grants to assist students who are economically disadvantaged. As noted above, over its ten-year history, Sojourn has demonstrated a consistent ability to generate hundreds of thousands of dollars in financial support annually through a diverse combination of funding strategies, which include tuition fees (approx. 65% of annual revenue); individual donors (approx. 16% of annual revenue); business contributions (approx. 7% of annual revenue); and grant awards from private foundations and government agencies (approx. 12% of annual revenue).

In 2008, students with financial need raised \$183,000 to offset their tuition. With the downturn in the economy, that amount decreased in 2009 to \$130,000. For 2010, the amount students have been able to fundraise is \$100,000 which is down nearly 50% from previous years. Also down, is the number of students enrolled in the program owing to their inability to fundraise effectively given that, with the economy, their relatives, neighbors, and businesses they usually approach, are not able to donate as generously as in previous years.

**What is the local significance of this project?**

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Over the course of five years, the Appropriations Funding will enable a minimum of 1,000 economically disadvantaged students from the 12<sup>th</sup> Congressional District to participate in the transformative academic Sojourn program. Students return to the 12<sup>th</sup> District from their Sojourns inspired to play an enhanced role in the civic life of their communities. When youth become empowered toward affecting societal change, their schools and communities benefit.

Because students from the 12<sup>th</sup> District participating in *Sojourn to the Past* are a diverse group in gender, race, ethnicity, and religious beliefs, they are able to relate to and talk with each other about instances when they too have been subjected to hurtful language, discrimination, and to acts motivated by hatred. In collaboration with each other and with the educators on the journeys, they develop strategies they implement in their schools and communities to raise awareness and social consciousness. They become transformed into engaged leaders.

Some examples of student-organized action plans that have evolved in the 12<sup>th</sup> District as a result of their participation in Sojourn, are:

- presenting workshops for elementary and middle school students on the Sojourn lessons they learned
- raising awareness and organizing voter registration drives within their schools and communities
- raising awareness about hurtful language - that it can be used as a form of violence and that as soon as students dehumanize a person through language it becomes easier to then act with physical violence towards that person or group.
- addressing their school administrators and boards of trustees asking that lessons they learned on their sojourn be incorporated into district-wide curriculum
- designing and implementing tolerance workshops for incoming freshmen, helping them to identify commonly accepted acts of discrimination, racism, or bigotry

See also, "Project Description" above and "Benefit to Residents of the 12<sup>th</sup> District", below.

**How many residents of the 12<sup>th</sup> CD will benefit from this project? (i.e. jobs created, services rendered to, how many people, etc.)**

Thousands of citizens in the 12<sup>th</sup> District will benefit from this project. As stated elsewhere in this request, the impact of this funding is not only on a minimum of 1,000 economically disadvantaged students in the 12<sup>th</sup> District; the impact continues when they return from their sojourns and implement direct action plans to raise awareness and social consciousness about human rights issues not only in their schools, but also in middle schools and in their communities - touching many more lives in the 12th District in the process.

Additionally, those students from the 12<sup>th</sup> District seeking college credit for completing Sojourn must complete ten hours of service in their high school community - also touching many more

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lives. Some examples of their volunteerism are: tutoring students, working at homeless shelters, at AIDS hospice, volunteering at food banks and on voter registration drives.

Further, a much larger number of students, parents, and school staff benefit from the 1.5 hour presentations made in the 12<sup>th</sup> District by the Sojourn Executive Director at school assemblies and community meetings, during which he lectures about the lessons of the Civil Rights Movement in relation to current day social justice issues. Over the past ten years, Director Steinberg has reached audiences of approximately 300,000 people – a very high percentage of whom are in the 12<sup>th</sup> District.

Importantly, teachers in the 12<sup>th</sup> District benefit from Sojourn, deriving from their experiences new strategies and approaches to their delivery of curriculum related to our shared American history and the humanities which affects thousands more students who pass through their classrooms.

**Please explain the federal interest in this proposal (i.e. meets a stated objective of federal policy, supports a federal agency, is the result of a federal law/mandate, etc.)**

In striving to bring our nation together, President Obama has emphasized the importance of empathy and understanding in identifying with people's hopes and struggles. Our society continues to grapple with human rights issues including acts of violence perpetrated as a result of bigotry and hatred. The Southern Poverty Law Center (one of Sojourn's Community Partners) currently reports a continued rise in ethnic-based violence and anti-government and white supremacist activity. The Sojourn program is addressing this.

**Examples of federal interest::**

- *Sojourn to the Past* manifests both in mission and in action, the philosophy that is at the core of the President's platform for our country.

Guiding Principles of President Obama's Platform for America:

- Strengthen Anti-Discrimination Laws;
- Lead Criminal Justice Reform – strengthening hate crime legislation; e.g., enactment by the President of the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act at which time the President commented that “...through this law, we will strengthen the protections against crimes based on the color of your skin, the faith in your heart, or the place of your birth...this is about whether we value one another – whether we embrace our differences, rather than allowing them to become a source of animus.”
- Promote Sustained Civic Engagement - by empowering people to help solve problems in their own communities; e.g., H.R.1388 – “The Edward M. Kennedy Serve America Act” related to community service; became Public Law No: 111-13

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- Renewed Innovative Solutions to Pressing Social Problems – citizens actively and effectively serving their communities, solving problems, and connecting their service to a larger effort.
- *Sojourn to the Past* manifests both in mission and in action, the themes of Congressional Resolutions that have been introduced regarding human rights, tolerance, non violence, community service. Some examples are:

Resolutions Introduced by the Congress of the United States (2009):

- H.Res.1058 - commending *Sojourn to the Past*, co-sponsored by US Congress Member Jackie Speier
  - H.Con.Res.92 - National Day of Silence related to bullying and harassment faced by individuals in schools
  - H.Con.Res.43 – recognizing Arthur Schomburg for his efforts to combat racial and ethnic discrimination in the U.S.
  - H.Con.Res.154 – expressing the sense of Congress that African-Americans and Jewish-Americans share common historical experiences and a commitment to a society free from hatred and violence
  - H.Res.83 – recognizing the significance of Black History Month
  - H.Res.246 – expressing support for National Week of Reflection and Tolerance
  - H.Res.856 – directs the Librarian of Congress and the Secretary of the Smithsonian Institution to carry out a joint project at the Library of Congress and the National Museum of African American History and Culture to collect video and audio recordings of personal histories and testimonials of individuals who participated in the Civil Rights Movement. Became Public Law No. 111.19
- The curriculum of *Sojourn to the Past* includes discussion of Federal acts/mandates such as:
- Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal”
  - 15<sup>th</sup> Amendment of the Constitution of the United States reinforced by the
  - Voting Rights Act of 1965
  - Civil Rights Act of 1964 Public Law 82-352 (Stat.241)
  - U.S. Supreme Court decision on desegregation of public schools in the case of *Brown V Board of Education of Topeka*, 347 U.S. 483 (1954)

In discussing these examples of Federal acts/mandates,

- Students hear from Rev. Fred Shuttlesworth who led the desegregation movement in Birmingham in 1963 leading to passage of the Civil Rights Act in 1964 which outlawed segregation and discrimination in this country

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- Students hear from Elizabeth Eckford and Minnijean Brown Trickey who tell of the abusive treatment and hurtful slurs they encountered when, as part of the volunteer Little Rock Nine, they were the first students of color to integrate Little Rock Central High School.
  - Now a U.S. Congressman, John Lewis tells of the innumerable times he was left injured and bleeding because he spoke out for human rights.
  - The McNair Family shares the story of losing their young daughter in a hate-motivated bombing of the 16th Baptist Church while the youngster was in Sunday school.
  - Students learn about civic responsibility from the Dahmer Family who tell about Vernon Dahmer, Sr. and the night he was murdered in his home by the Ku Klux Klan because of his relentless commitment to register people to vote.
- U.S. Senator Barbara Boxer, in conveying upon Sojourn her Excellence in Education Award wrote, “Programs like *Sojourn to the Past* ensure America’s future as a land of liberty and justice for all.”
- United States Congressman Lewis, who meets and talks with the students on the journeys, has credited the program with “helping to change our country”.

**List any other organizations or state/local elected officials who have expressed support for the project in writing. (Please submit copies of support letters along with the request form.)** The following letters are attached:

- California Assembly Speaker Karen Bass
- California Assembly Member Jerry Hill (Sojourn National Advisory Committee)
- California Senator Curren D. Price, Jr. (Sojourn National Advisory Committee)
- Stanford University’s Martin Luther King, Jr. Research and Education Institute (Sojourn Community Partner, National Advisory Committee, Scholar Advisor)
- Lantos Foundation for Human Rights and Justice
- Southern Poverty Law Center (Sojourn Community Partner & National Advisory Committee)
- Birmingham Civil Rights Institute (Sojourn Community Partner)
- Lawyers for Civil Rights Under the Law of the San Francisco Bay Area (Sojourn Community Partner & National Advisory Committee)
- Medgar Evers Institute
- Cañada College
- University of San Francisco History Department (Sojourn Scholar Advisor)
- San Mateo Union High School District
- Sequoia Union High School District
- South San Francisco Unified School District
- Jefferson Union High School District
- Culver City High School
- South San Francisco High School

**Additional letters of support from teachers, parents, students are provided separately.**

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**Does the organization have any other funding requests for this project?**  
(Federal, State, Local or private request pending?)

Sojourn has no other request in process that would specifically target students in the 12<sup>th</sup> District. (See below for other Member offices being contacted for expansion elsewhere in California). Since its inception ten plus years ago, Sojourn has annually been funded by foundation grants and the private/corporate sector. Additionally, students fundraise to offset the cost of their tuition for the program. This outreach is ongoing, year after year, and is what makes it possible - or not - to provide fellowship assistance to economically disadvantaged students. Thus, in addition to requesting Appropriations funding to assist students in the 12<sup>th</sup> District, Sojourn will maintain ongoing outreach to foundations and the community to support sustaining/expanding the program elsewhere.

As mentioned above, not related to this request, Sojourn has submitted a proposal to the National Endowment for the Humanities to expand the program to serve additional students in the Southern United States – students who would join with students from other states served by Sojourn: California, New York, Ohio.

**Has the organization previously received Federal funds for this project?**  
(Please list any funds received [by fiscal year] and briefly describe how those funds were spent.)

NO

**Has the individual and/or organization submitted the project request to other Member offices? If so, please identify below the names of the Members of Congress and staff persons.**

A request has been submitted to the office of U.S. Congresswoman Anna Eshoo for program expansion in the 14<sup>th</sup> District whose youth are also served by Sojourn to the Past. Requests are also being submitted to Senators Boxer and Feinstein of California for expansion in other areas of the State.

**Please attach a list of your organization's staff and board members from 2005 – 2010. (if any).**

Roster of Staff, Board Members, National Advisory Committee, Community Partners and Scholar Advisors is attached

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**Please attach any additional relevant materials.**

- ✓ Letter of formal request from Sojourn Executive Director
- ✓ Sojourn program content and student outcomes including the ten-day Sojourn itinerary and curriculum bibliography
- ✓ H. RES. 1058 Congressional Resolution Commending Sojourn, introduced by Congressman John Lewis and co-sponsored by Congresswoman Jackie Speier

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**Speier FY2011: Sojourn to the Past  
Attachment required with Application**

**Staff, Board Members, National Advisory Committee,  
Community Partners, Scholar Advisors (2/10)**

**Staff**

Jeff Steinberg, Executive Director  
Becky Lei, Director of Operations  
Brigid Horgan, Logistics Coordinator  
Lucy Cercedes, Accountant

**Previous Staff** (dating back to 2005)

Deirdri Gladwin, Logistics Coordinator (2001-07)  
Sara Fox, Program Director (2007-09)  
Andrea McEvoy, Program Director (2005-06)  
Nicole Wrght, Admin. Asst. (2004-08)  
Danielle Wright, Office Assistant (2004-06)  
Joanne Hafter, Office Manager (2006-08)  
Sandra Rogge, Office Manager (2006-08)

**Board of Directors**

Myrlie Evers-Williams, NAACP Chair Emeritus; author; widow of slain civil rights leader, Medgar Evers  
C. Duane Dauner, President & CEO California Hospital Assoc.  
Christopher D. O'Sullivan, Ph.D., author; Professor of History, University of San Francisco; Fellow, London School of Economics  
Samuel Johnson, Jr., Chairman of the Board, Provident Credit Union; Education Consultant; retired superintendent of schools

**Ex-Officio Board Members**

US Congressman Tom Lantos (deceased)  
US Congressman John Lewis  
Thomas C. Mohr, President of Canada College; retired Superintendent San Mateo Union High School District  
Mildred Swann, City of San Mateo Woman of the Year; community activist  
Jerry Fuchs, now retired newspaper publisher  
Adam Keigwin, now Chief of Staff to Senator Leland Yee  
Ethel Konopka, Adjunct Professor Notre Dame de Namur University; retired public high school associate superintendent; consultant

**National Advisory Committee**

Hon. Norman Mineta, Former Secretary, U.S. Department of Transportation and Member of Congress  
Congresswoman Jackie Speier,  
Congresswoman Anna Eshoo  
Congressman John Lewis (author; veteran leader of Civil Rights Movement)  
Senator Curren D. Price, J.D.(CA)  
Assemblymember Jerry Hill (CA)  
Mayor Kevin Johnson (Sacramento, CA); former NBA All-Star  
Hon. Willie L. Brown, Jr., J.D. (former Speaker of the Assembly, CA and Mayor of San Francisco)  
Hon. Julian Bond, Chair NAACP (former Member of Congress)  
Robert M. Franklin, Jr., Ph.D., President Morehouse College

Henry Louis Gates, Jr., Ph.D., Alphonse Fletcher University Professor and Director, W. E. B. Du Bois Institute for African and African American Research, Harvard University  
Richard Cohen, J.D., President & CEO Southern Poverty Law Center  
Clayborne Carson, Ph.D., author, historian, Professor of History and Director, Martin Luther King, Jr. Research & Education Institute at Stanford University  
Douglas Brinkley, Ph.D., author, historian, Professor of History, Rice University  
Rudolph Byrd, Professor of American Studies, Graduate Institute of the Liberal Arts & Department of African American Studies and Director, the James Weldon Johnson Institute for Advanced Interdisciplinary Studies, Emory University  
Eva Paterson, J.D., President Equal Justice Society  
Lateefah Simon, Executive Director Lawyers' Committee for Civil Rights Under the Law of the San Francisco Bay Area  
Ronnie Lott, Pro Football Hall of Fame  
Hank Thomas (one of the original Freedom Riders; entrepreneur)  
Maelia Macin, Vice President/General Manager Univision (largest Spanish media network in the country)  
Morgan Freeman (actor, film director, co-founder Plan!t Now)  
Maestro James Conlon (internationally renowned conductor)  
Helen Zia (Chinese American author, journalist, activist)  
Joan Baez (Folk singer, song writer, activist)  
Dolores Huerta (Co-Founder United Farm Workers of America)

#### **Community Partners**

National Anti-Defamation League  
Southern Poverty Law Center  
Martin Luther King, Jr. Research & Education Institute, Stanford University  
Equal Justice Society  
Lawyers' Committee for Civil Rights Under the Law of the San Francisco Bay Area  
Birmingham Civil Rights Institute  
Japanese American Citizens League (JACL) (oldest and largest Asian American civil rights and human rights organization in the nation)  
California Commission on the Status of Women  
Univision (largest Spanish media network in the country)  
Center for Civil & Human Rights  
Asian Pacific American Legal Center  
Museum of Tolerance  
Dolores Huerta Foundation

#### **Scholar Advisors on Curriculum**

Darlene Clark Hine, Ph.D., Northwestern University  
Abby Wolf, Ph.D., Harvard University  
Clayborne Carson, Ph.D., Stanford University  
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Christopher D. O'Sullivan, Ph.D., University of San Francisco  
Michael Honey, Ph.D., University of Washington, Tacoma  
Rudolph Byrd, Ph.D., Emory University  
Timothy Tyson, Ph.D., Duke University  
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**Speier FY2011 Sojourn to the Past  
Supplemental Information  
Attachment to Application for Funding**

**PROGRAM CONTENT AND STUDENT OUTCOMES  
(including itinerary and curriculum bibliography)**

*Sojourn to the Past* (Sojourn) is the longest running civil rights education and outreach program for youth in the United States. This unique, rigorous, transformative, and empowering educational program takes 11<sup>th</sup> and 12<sup>th</sup> grade high school students from diverse backgrounds out of the classroom on a ten-day journey along the path of the Civil Rights Movement in the Southern United States, visiting major historical sites in Georgia, Alabama, Mississippi, Arkansas and Tennessee. The experience brings our shared American history to life by introducing students to prominent foot soldiers of the Movement and engaging them in rigorous scholarly research, analysis, dialogue and reflection, deeply exploring the history and lessons of the Civil Rights Movement. The program is significant, not only for its historic value and use of primary source materials, but importantly for the burgeoning recognition of responsibility for students to put the lessons they learn from the Movement into practice in their schools and communities toward creating a more civil society that is free of discrimination, violence, hatred, bigotry, inequity: an end to silent voices; an end to silent witnesses. Students are challenged to reach within themselves to define the values that drive them and to defend the principles of equality and justice - a deep and personal inquiry that rarely happens in the classroom. Principal historical and interpretive themes of the Sojourn experience include:

1. The build-up to Jim Crow: Slavery, the Civil War, and Reconstruction.
2. Leaders and organizing strategies that shaped the Civil Rights movement.
3. The day-to-day experiences of Southern residents: those who maintained segregation; those who perpetrated racist acts; those who were impacted by segregation and racism; and, those who fought to gain civil rights.
4. The role of law and government - national, state, and local - in the events of the Civil Rights Movement.

Without exception, every high school graduate in the United States must pass a U.S. history class that includes a review of the key events of the Civil Rights Movement of the 1950s and '60s. While most of these graduates could easily identify a photograph of Dr. Martin Luther King, Jr. and describe the separate but equal nature of Jim Crow Laws, most maintain little understanding of the broad historical significance of the Civil Rights Movement.

*Sojourn to the Past* is a ten-day educational journey and experience comprised entirely of **interpretation of history and the humanities**. To date, Sojourn has engaged 5,400 students on 55 interpretive journeys through the South. Sojourn engages in a two-pronged approach to help students explore and understand relevant humanities themes of the long Civil Rights Movement. One prong emphasizes a deep historical analysis of the laws, leaders, and events that shaped the Civil Rights Movement while the second prong utilizes ethnography and social history to explore the range of individual actions and experiences throughout the Civil Rights Movement. To ensure that curriculum relates to school instruction, the Sojourn curriculum is aligned with California History Content Standards. Using primary source materials, oral and visual presentations, and on-site visitations, the overarching historical analysis is presented in such a way as to allow students to piece together their own chronology of historical Civil Rights Movement milestones.

Among the substantial milestones studied are:

- 1954 - The overturning of "separate but equal" in *Brown v. Board of Education*.
- 1955 - The murder of Emmett Till (considered the Ground Zero of the Civil Rights Movement); the establishment of the Montgomery Bus Boycott, led by Martin Luther King, Jr. after Rosa Parks is arrested for refusing to give up her seat to a white bus passenger.
- 1957 - The use of federal troops to assist nine Black students in desegregating Little Rock Central High.
- 1960 - The beginning of sit-ins at segregated Southern lunch counters.

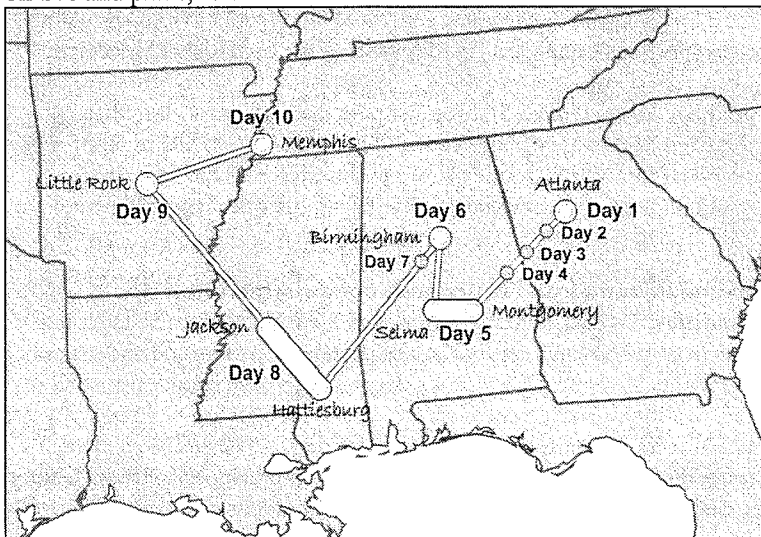
- 1963 - The murder of Medgar Evers; the bombing of the 16th Street Baptist Church; and, the delivery of Martin Luther King, Jr.'s "I Have a Dream Speech" at the March on Washington.
- 1964 - The passing of the Civil Rights Act of 1964.
- 1965 - The March on Selma; the Voting Rights Act of 1965; and, the assassination of Malcolm X.
- 1968 - Martin Luther King, Jr. is shot and killed; the Civil Rights Act of 1968 is passed.

Humanities themes explored through ethnography and social history include:

- The impact of race upon individuals in the Southern United States in comparison to other regions of the United States.
- The defining actions of individuals who served as local leaders within the Civil Rights Movement.
- Understanding the stages of social change, the historical obstacles that have prevented change, and the circumstances that have catalyzed change.
- Firsthand experiences of individuals who fought to maintain segregation and those who fought to end it.

#### Summary of Elements of the Ten-Day Sojourn to the Past

Sojourn's ten-day journey to the South, as mapped below, begins in Atlanta, Georgia, moving through sites in Alabama, Mississippi, and Arkansas before arriving at closing locations in Memphis, Tennessee. All geographic locations, historical sites, Civil Rights speakers, significant historical themes, and daily instructional strategies are outlined in detail in Section 11 of Special Requirements: Walkthrough for Exhibitions or Historic Site Interpretation. Most students will fly twice - to Atlanta for the journey opening; then, from Memphis back to their home regions at the close. For those students residing near the journey's beginning or end locations, only a single flight will be required. Between geographic locations, students travel by bus. Students are engaged in instruction and learning activities throughout the journey, including in transit on bus and plane, as well as at historical sites and at their hotels. **The Sojourn itinerary follows.**



Map of key historical and interpretive locations along Sojourn's ten-day journey to the South.

#### Interpretation of Humanities Themes

Sojourn combines four principal approaches to interpret humanities themes. **A list I follows of the comprehensive curriculum**, including books, audio, video, and articles that are utilized in the following approaches.



### 1. Primary Source Materials

Sojourn guides students through the analysis of scores of primary source materials, including books, a 200 page primary source binder, Supreme Court decisions, photos, speech texts and audio, songs, music, excerpts from autobiographies, and documentary video footage.

### 2. Oral Presentations

Based upon their availability, students receive the rare opportunity on the journeys to hear firsthand accounts from veterans of the Civil Rights Movement who, like the students, were young at the time of their involvement. These include: Minnijean Brown Trickey and Elizabeth Eckford, two of the Little Rock Nine; Clark Olsen, civil rights activist and friend of Jim Reeb; the Honorable U.S. Congressman John Lewis, civil rights activist; Mrylie Evers-Williams, widow of slain civil rights leader, Medgar Evers; Jimmy Webb and Joanne Bland, who were 16-year-old activists in 1965; Simeon Wright, Emmet Till's 12-year-old cousin with him the night he was murdered; Chris and Maxine McNair, parents of one of the four girls murdered in the 16<sup>th</sup> Street Baptist Church bombing; Mrs. Fred Shuttlesworth, wife of Rev. Shuttlesworth who led desegregation in Birmingham; Angela Lewis who was ten days old when her father, James Chaney, was murdered; the Dahmer family whose husband/father was murdered for registering people to vote; Rev. Billy Kyles, activist; and, Jerry Mitchell, recent recipient of the coveted MacArthur Genius Award for his reporting that helped convict the killers of Medgar Evers and Vernon Dahmer. Additionally, the Sojourn instructional staff provides historical lectures on various elements of Civil Rights history, engaging students in the interpretation of historical themes.

### 3. Historical Sites and Museums

Students visit more than twenty historical sites and museums, including Stone Mountain, Martin Luther King Jr. National Historic Site Museum, Dr. and Mrs. King's gravesite, King Center in Atlanta, Ebenezer Baptist Church, Brown Chapel, Montgomery Civil Rights Museum, Edmund Pettus Bridge, Southern Poverty Law Center's Civil Rights Memorial Museum, Alabama State Capital, Birmingham Civil Rights Museum, Kelly Ingram Park, 16<sup>th</sup> Street Baptist Church, James Chaney's gravesite, and the Dahmer and Evers homes where they were murdered. At each site, students are guided through a process of interpretation and analysis, identifying and reflecting on relevant historical themes.

### 4. Analysis and Discussion

Students read more than two-dozen articles and excerpts from three books of Civil Rights history. In response to these readings as well as primary source materials, oral and visual presentations, and guided visits to historical sites and museums, students are engaged in a process of discussion and analysis, developing links between events, identifying connections between cause and effect, and developing powerful inquiries for further consideration and research.

### Impact Upon Students

The Sojourn educational experience and curriculum consistently address and explore the experiences of everyday people and the "foot soldiers" of the Civil Rights Movement. The stories conveyed, often in the first-person, illustrate the vital role of local mobilization in the struggle for Black freedom. Visiting sites of the civil rights protests and events and meeting with leaders of the Movement introduces students to the reality that the Movement was a grassroots phenomenon, rather than a top-down effort led by national leaders.

Of significance is that, for many students, this is the first time they have envisioned themselves capable of or motivated to meet rigorous academic standards in studying, analyzing, and describing the history and lessons of the Civil Rights Movement and relating those lessons to their own lives. The Sojourn program gives them a mirror in which to reflect on who they are and on who they wish to become.

Inspired by meeting with leaders of the Movement, many of whom were also young adults when they began working for social justice, students are motivated to create systemic change within their schools and communities and to confront modern-day problems, which prejudice and intolerance impose on our society. For example:

- Students hear from Elizabeth Eckford and Minnijean Brown Trickey who tell of the abusive treatment and hurtful slurs they encountered when, as part of the volunteer Little Rock Nine, they were the first students of color to integrate Little Rock Central High School.
- Now a U.S. Congressman, John Lewis tells of the innumerable times he was left injured and bleeding because he spoke out for human rights.
- The McNair Family shares the story of losing their young daughter in a hate-motivated bombing of the 16th Baptist Church while the youngster was in Sunday school.
- Students learn about civic responsibility from the Dahmer Family who tell about Vernon Dahmer, Sr. and the night he was murdered in his home by the Ku Klux Klan because of his relentless commitment to register people to vote.

These stories are indelibly etched in the students' memory of the Sojourn experience. Simultaneously, students are supported in conducting powerful conversations with one another about instances when they too have been subjected to hurtful language, discrimination, bigotry, or acts motivated by hatred. Because the mix of students always represents diversity in gender, race, ethnicity, religious beliefs, geographic and socioeconomic backgrounds, these discussions are particularly powerful. As the program expands to the South, these conversations will include a new dynamic - that of comparing the experiences of Southern students to those from the West and Northeast.

In response to these conversations and experiences, students become transformed into engaged leaders, developing action plans and strategies to raise awareness and social consciousness when they return to their schools and communities. Some examples of student-organized action plans that have evolved as a result of their participation in Sojourn and which we would envision would occur with students participating from the South, include:

- Presenting workshops for elementary and middle school students on the Sojourn lessons learned.
- Raising awareness and organizing voter registration drives within their schools and communities.
- Establishing a city-wide, nonviolence week, complete with billboard messages for the community.
- Raising awareness that hurtful language can be used as a form of violence.
- Addressing their school administrators and boards of trustees asking that lessons they learned on their sojourn become incorporated into district-wide curriculum.
- Designing and implementing tolerance workshops for incoming freshmen students, helping them to identify commonly accepted acts of discrimination, racism, or bigotry.

As demonstrated through student testimonials, teacher observations, and by surveying the students before and after journeys, no fewer than 80% of students see the relevance of the curriculum to their lives and to the lives of others. Among the noted changes in students' behavior and attitudes are:

- An increased belief in their capability to engage successfully in rigorous academic work.
- An increased commitment to be an educated and active voter in local and national elections.
- An increased commitment to community service and civic responsibility.
- An increase in student activism in schools to promote nonviolence and awareness of social justice.
- A heightened understanding of America's diverse cultures and readiness to accept, celebrate, and defend differences.
- An increase in the number of students pursuing careers in social justice.

## **TEN DAY ITINERARY SOJOURN TO THE PAST**

On each day of Sojourn's ten-day journey along the path of the Civil Rights Movement, Sojourn staff provide instruction, facilitate discussions, guide visits to various sites, and support students in reviewing various primary source materials and scholarly articles. In addition to receiving instruction from staff and Scholar Advisors, each day students experience a combination of visits to historical sites and museums, oral histories from Civil Rights veterans, and presentations from prominent Civil Rights scholars. The specific elements of the ten-day experience are detailed in the pages that follow.

**DAY 1 – ATLANTA, GEORGIA**

**HUMANITIES THEMES:**

- Significance of March on Washington
- Far Reaching Impact of Martin Luther King, Jr., John Lewis and SNCC/SCLC

**HISTORICAL SITES & MUSEUMS:**

1. Stone Mountain

**SCHOLARLY ACTIVITIES**

- Stepping stones to the March on Washington:
  - Declaration of Independence
  - U.S. Constitution and 3/5 Compromise where Black people were considered 3/5 of white people
  - Civil War
  - 13<sup>th</sup> Amendment abolishes slavery in 1865, 14<sup>th</sup> Amendment guarantees equal protection under the law in 1868, 15<sup>th</sup> Amendment guarantees all men the right to vote in 1870, 19<sup>th</sup> Amendment guarantees women the right to vote in 1920
  - Jim Crow laws
  - Plessy v. Ferguson in 1896 (separate but equal)
  - President Woodrow Wilson segregated Federal employees in the workplace
  - Marian Anderson denied the right to sing at Constitution Hall by the Daughters of the American Revolution in the early 1900s
  - Eleanor Roosevelt defends Marian Anderson
  - A. Phillip Randolph, head of the Sleeping Cars Porter Union, organizes a march on Washington in the 1940s
  - Brown v. Board of Education in 1954
  - Denial of people of color the right to vote through literacy tests and poll taxes
- Analyze text of Dr. King’s “I Have A Dream” - students use prior knowledge of other sources to determine King’s references; students analyze the song, “My Country ‘tis of Thee” which is referenced in his speech
- Analyze text of John Lewis’ speech at the March on Washington – students then discuss what word they would use to describe the emotive impact of this speech before hearing how John Lewis described it
- Analyze photos of March on Washington using Free at Last
- Eyes on the Prize-Birmingham-No Easy Walk video clip - students are introduced to key players in the Civil Rights Movement, and then analyze and discuss the differences between SNCC, SCLC, CORE and NAACP
- Play audio, watch video of “I Have a Dream”; Discuss historical and literary significance of speech at Stone Mountain

## DAY 2 – ATLANTA, GEORGIA

### HUMANITIES THEMES:

- Medgar and Myrlie Evers – Voting in Mississippi
- Little Rock Nine

### HISTORICAL SITES & MUSEUMS:

1. Martin Luther King, Jr. National Historic Site's Museum

### SPEAKER/PRESENTERS

- **Minnijean Brown Trickey:** One of the Little Rock Nine

### SCHOLARLY ACTIVITIES

- Interactive lecture on the history, goals and role of the NAACP, SCLC, and SNCC
- Discussion of historical importance of Medgar and Myrlie Evers (grassroots organizers in the struggle to end segregation and for the right to vote) using Myrlie's book Watch Me Fly as the primary text
  - Students are taught the history of Medgar Evers, a social activist who investigated many unsolved murders of Blacks, including the death of Emmett Till in 1955
- Discussion of why it took 31 years to bring Medgar Evers' killer to justice (students are introduced to the Mississippi Sovereignty Commission and institutionalized racism)
  - In order to be a member of a jury, one had to be a registered voter. Because Blacks were denied their right to vote due to literacy tests and poll taxes, they were denied representation on juries, which meant that juries were comprised only of White men. These acts violated 14<sup>th</sup>, 15<sup>th</sup> and 19<sup>th</sup> Amendments, reinforcing the long struggle that is the Civil Rights Movement.
- Students recognize that activism comes in many forms by singing songs and reading poetry written about Medgar Evers
- Interactive lecture of the historical and Constitutional significance of equal access to education, including the desegregation of Little Rock Central High School:
  - *Dred Scott* in 1857, upheld that people can be considered property according to the 5th Amendment
  - Review Plessy v. Ferguson in 1896, upheld separate but equal
  - San Francisco's Board of Education passed a regulation in 1906 stating that Japanese children had to go to separate schools based on their heritage.
  - Mendez v. Westminster in 1946, stated that it was unconstitutional for Mexican American students to be forced into separate schools
  - Discussion of the transformation of Earl Warren, who as governor of California ordered the internment of Japanese Americans in the 1940s, and was later Chief Justice of the Supreme Court during *Brown v. Board*.
- Explanation of Constitutional balance of power between three federal branches of gov't
- Guided discussion: struggle between state and federal jurisdiction
  - Discussion of civil rights in this country by looking at the crisis in Little Rock, Arkansas, 90 years after the Civil War.
- Study of the subsequent social and political effects after the desegregation of Little Rock Central High School: 1) how the Black community was forced out of Little Rock and 2) how racism affected all in Little Rock, especially with the closing of all public schools after the integration of Central High
- 3 videos: Eyes on the Prize, The Oprah Winfrey Show, Clinton...last days of Faubus (while watching these videos, students analyze Governor Faubus' speeches in terms of code language)
- Book – Life is More than a Moment-Alex Wilson (students learn how one individual can demonstrate courage and dignity in the face of death, as well as the extent of racism in Little Rock through the beating and subsequent death of reporter Alex Wilson)
- Personal account of experience of Minnijean Brown Trickey; discussion simulated by questions from students and teachers (students are introduced to the concept of nonviolence as a way of life)
- Observe visual and print exhibits at Martin Luther King, Jr. National Historic Site's Museum

### DAY 3 – ATLANTA, GEORGIA

**HUMANITIES THEMES:**

- Robert Kennedy’s involvement with Latino farm workers’ struggle in CA, and RFK’s assassination
- Racism and the Historical Foundation of Race Relations in the United States

**HISTORICAL SITES &**

**MUSEUMS:**

1. Dr. & Mrs. King’s gravesite
2. Martin Luther King, Jr. National Historic Site
3. Ebenezer Baptist Church

**SCHOLARLY ACTIVITIES**

- Lecture and discussion of RFK’s involvement in the Civil Right’s Movement
  - Member of the Un-American Activities Committee in 1950s, which blacklisted people accused of communism
  - Abused Federal power as Attorney General by wiretapping MLK Jr., even though he sent Federal troops to Mississippi and Alabama to enforce desegregation during JFK’s presidency
  - Worked with Cesar Chavez and Dolores Huerta of the UFW, which involved Mexican and Filipino farm workers
- Listen to audio recording of RFK’s speech of April 4, 1968 when Dr. King was assassinated; analyze text and audio of RFK’s speech, primarily references to nonviolence
- Listen to audio recording of “Drum Major Instinct” (played at Dr. King’s funeral at Ebenezer Church); analyze the historical and social impact of “Drum Major Instinct” (students learn about King’s stance on the Vietnam War, and that he ultimately delivered his own eulogy two months before his death)
- Video: Last Days of King (students use prior knowledge to determine King’s references. Students recognize that King was teaching nonviolence until his death, and see examples of the next generation living nonviolently.)

### DAY 4 – ATLANTA, GEORGIA AND SELMA, ALABAMA

**HUMANITIES THEMES:**

- Selma to Montgomery March
- Selma and Voting Rights

**SPEAKER/PRESENTERS**

- **Clark Olsen**, civil rights activist, friend of Jim Reeb
- **The Honorable John Lewis**, civil rights leader and U.S. Congressman
- **Jimmy Webb**, 16 yr. old activist in 1965

**SCHOLARLY ACTIVITIES**

- Interactive lecture on the significance of Jimmy Lee Jackson and Jim Reeb (students analyze different reactions in the U.S. to the deaths of a Black man and White minister who were both working towards voting rights in 1960s);
- Clark Olsen speaks of his experiences in Selma, the death of Jim Reeb, and the positive effects of living nonviolently
- Facilitated discussion on historical and sociological role of race and voting rights (review)
  - Declaration of Independence
  - U.S. Constitution and 3/5 Compromise where black people were considered 3/5 of White people
  - Civil War
  - 13th Amendment abolishes slavery in 1865, 14th Amendment guarantees equal protection under the law in 1868, 15th Amendment guarantees all men the right to vote in 1870, 19th Amendment guarantees women the right to vote in 1920
  - Jim Crow laws
  - Plessy v. Ferguson in 1896 (separate but equal)
  - Brown v. Board of Education in 1954
  - Denial of people of color the right to vote through literacy tests and poll taxes, well after the passage of the 15th and 19th Amendments

**DAY 4, CONT. – ATLANTA, GEORGIA & SELMA, ALABAMA**

**SCHOLARLY ACTIVITIES, CONT.**

- Congressman Lewis meets students at the King Center and discusses his childhood under Jim Crow laws, his experiences as a grassroots civil rights leader, his later career as a United States Congressman, the interconnectedness of humanity, and the continuing struggle for equality for all humans
- Video: Eyes on the Prize (students learn how the events in Selma changed the climate in the US and eventually lead to the Voting Rights Act of 1965)
- Jimmy Webb, who became a social activist at age 16, talks to students in Selma about his activity in the CRM as a youth, and how grassroots organizations can influence governmental institutions

**DAY 5 – SELMA AND MONTGOMERY, ALABAMA**

**HUMANITIES THEMES:**

- Voting Rights Act of 1965
- Freedom Summer: Murder of Chaney, Goodman and Schwerner
- Emmett Till and the Impact and Depth of Segregation in the South in 1955
- Selma to Montgomery March for Voting Rights

**HISTORICAL SITES & MUSEUMS:**

- Brown Chapel (site of organizing meetings)
- Edmund Pettus Bridge
- Montgomery Civil Rights Memorial
- Southern Poverty Law Center’s CR Memorial Museum
- Alabama State Capitol

**SPEAKER/PRESENTERS**

- Joanne Bland, 13- yr.-old activist in 1965
- Simeon Wright, Emmett Till’s 12-year-old cousin, with him the night he was murdered

**SCHOLARLY ACTIVITIES**

- Examine Congressman Lewis’ account of crossing the Edmund Pettus Bridge in Selma resulting in “Bloody Sunday” by reading from Walking with the Wind
- Retrace the Bloody Sunday journey in Selma with Joanne Bland, who was on the Edmund Pettus bridge on Bloody Sunday at age 13, and continued to work for social justice in Selma throughout her life
- Discussion of the historical significance of Freedom Summer (reviewing segregation and voting rights)
- Video and lecture on the murder of three Freedom Summer volunteers, Chaney, Goodman and Schwerner
- Watch and discuss “Eyes on the Prize” episodes documenting the events surrounding the death of Emmett Till and Freedom Summer (reviewing Jim Crow laws and how segregation impacted the naivety of Emmet Till who was from Chicago)
- Listen and identify historical parallels between Bob Dylan’s song “Death of Emmett Till” and Marshall Jones’ song “In the Mississippi River”
- Listen to Simeon Wright’s account of life in Mississippi during the 1960s and his trauma resulting from his cousin’s murder (students hear accounts of Emmett Till’s life and are able to make personal connections with stories about him, whereas most history focuses on his death; students learn of Simeon’s father, Mose Wright’s, courage to point out the killers in court knowing that his life was at risk; students recognize injustices in the judicial system because no killers were ever convicted; students are reinforced that nonviolence is a way of life through Simeon’s account of life after the death of his cousin)
- Guided discussion on the importance the Alabama State Capitol played in the Selma to Montgomery March (Analyze Jefferson Davis’, President of the Confederacy, inauguration speech in 1861, as well as Governor Wallace’s inaugural speech, specifically, “Segregation today, segregation tomorrow, segregation forever,” and how this institutionalized racism reinforced the need for a grassroots movement)
- Further primary source analyses from Dr. King’s speech, “Our God is Marching On” given on the same steps (Alabama State Capitol) at the conclusion of the march
- Reflection on sacrifices made by citizens, White and Black, in the struggle for voting rights, while investigating exhibits in the Civil Rights Memorial Museum

**DAY 6 – SELMA AND BIRMINGHAM, ALABAMA**

**HUMANITIES THEMES:**

- Significance of Birmingham, Alabama
- 16<sup>th</sup> Street Baptist Church Bombing in 1963

**HISTORICAL SITES &**

**MUSEUMS:**

1. Chris McNair’s photography studio for an evening with the McNair family

**SPEAKER/PRESENTERS**

- **Chris and Maxine McNair**, parents of one of the four girls murdered in the 16<sup>th</sup> Street Baptist Church bombing

**SCHOLARLY ACTIVITIES**

- Lesson on the children of Birmingham, who were the main players in the desegregation of Birmingham by getting arrested and filling the jails as a result of nonviolence protests. Students learn that the desegregation of Birmingham lead to the Civil Rights Act of 1964 which legally ended segregation in the US (students feel empowered to make social change because they can connect with the actions of similarly aged children)
- Reading and analysis of “Braveheart,” an article about Reverend Fred Shuttlesworth, who was the leader in the desegregation of Birmingham
- Lecture accompanied by film documentation of racially segregated and violent Birmingham, even after Birmingham was legally segregated, specifically the 16th Street Baptist church bombing which killed four little girls and had been the headquarters for young people during the desegregation crisis
- Watch “Four Little Girls” by Spike Lee (1997) (students hear 1st hand accounts of the tragic bombing from several friends and family members of the four girls who died, including the McNair family)
- McNair family talks about the tragedies in Birmingham during the 1960s, specifically the loss of their daughter in the bombing of 16th Street Baptist Church

**DAY 7 – BIRMINGHAM, ALABAMA & MERIDIAN AND HATTIESBURG, MISSISSIPPI**

**HUMANITIES THEMES:**

- Music in the Civil Right’s Movement
- Chaney, Goodman and Schwerner - Civil Rights Workers Arrested and Murdered
- Dahmer Family and Their Role in the Struggle for Voting Rights

**HISTORICAL SITES &**

**MUSEUMS:**

1. Birmingham Civil Rights Institute’s Museum
2. Kelley Ingram Park (site of firehoses and dogs that attacked protesters)
3. 16<sup>th</sup> Street Baptist Church (site of the bombing that killed 4 girls)
4. James Chaney’s Gravesite

**SPEAKER/PRESENTERS**

- **Mrs. Fred Shuttlesworth**
- **Minnijean Brown Trickey**
- **Angela Lewis**, 10 day old daughter of James Chaney at the time of his murder

**SCHOLARLY ACTIVITIES**

- Listen to and reflect upon music from the Civil Rights Movement with Minnijean Brown Trickey, who teaches about the social activism of music, the importance of certain songs during the movement, and the impact of songs during marches and imprisonment, from spirituals during the time of slavery to music of the Civil Rights Movement to music of today
- Interactive lecture about the bombing of the Church and the death of four little girls inside 16<sup>th</sup> Street Baptist Church, reading from John Lewis’ personal account in Walking with the Wind
- Students reflect on the tragedy of the bombing by spending private time in the sanctuary of 16<sup>th</sup> Street Baptist Church
- Read and discuss the historical and literary relevance of Langston Hughes poem, “Kids who Die” at James Chaney’s gravesite
- Students meet Angela Lewis at Chaney’s gravesite, who speaks about the activism of young people like her father, and closes by singing the end of Dr. King’s “Drum Major Instinct” speech which students previously read
- Students are introduced to different cultural customs for honoring the dead while at Chaney’s gravesite
- Watch and discuss “Martyrs of the Civil Right’s Movement,” specifically the Dahmer family

**DAY 8 – HATTIESBURG AND JACKSON, MISSISSIPPI & MEMPHIS, TENNESSEE**

**HUMANITIES THEMES:**

- Dahmer Family and their Role in the Voting Right’s Struggle
- Medgar and Myrlie Evers: Civil Right’s Leaders
- Martin Luther King, Jr.’s Principles of Nonviolence

**HISTORICAL SITES & MUSEUMS:**

1. The Dahmer House (burned by the Klan and rebuilt by the Dahmer family)
2. Vernon Dahmer’s Gravesite
3. Medgar Ever’s Home

**SPEAKER/PRESENTERS**

- **Members of the Dahmer Family**
- **Jerry Mitchell**, reporter who helped convict killers of Medgar Evers and Vernon Dahmer

**SCHOLARLY ACTIVITIES**

- Video: “Killed by the Klan”- students recognize examples of institutionalized racism and the effects of the Mississippi Sovereignty Commission (review voting rights from Day 2)
- Photo analysis of the Dahmer home and store after the fire bombing
- The Dahmer family speaks at their family home and Vernon Dahmer’s gravesite about the ramifications of being involved in the Voting Rights Struggle, and the importance of taking advantage of our voting rights
- Students meet Macarthur Award recipient Jerry Mitchell and learn how his investigative journalism has lead to the prosecution of several killers decades after they committed heinous crimes during the Civil Rights Movement
- On the driveway of his historically preserved home read about Medgar Ever’s courage and sacrifice for the cause of Civil Rights; Read from Watch me Fly by Myrlie Evers; Review historical photos of the Evers’ family home and driveway
- Listen to the Ballad of Medgar Evers by the SNCC Freedom Singers and Songs from the Civil Right’s Movement

**DAY 9 – LITTLE ROCK, ARKANSAS & MEMPHIS, TENNESSEE**

**HUMANITIES THEMES:**

- Elizabeth Eckford and Breaking the Barriers of Segregation in Education
- Last Year of Dr. King’s Life

**HISTORICAL SITES & MUSEUMS:**

1. Central High Visitor’s Center
2. Central High School’s Auditorium
3. Statues of Little Rock Nine at Arkansas State Capitol
4. Lorraine Motel at the National Civil Right’s Museum (site where Dr. King was assassinated)

**SPEAKER/PRESENTERS**

- **Elizabeth Eckford**

**SCHOLARLY ACTIVITIES**

- Photo analysis of the first day at Central High School for the Little Rock Nine using the book, Life is More than a Moment
- Watch and analyze the Earl Warren Documentary, Journey to Little Rock, CSPAN’s coverage of the Congressional Gold Medal Ceremony for the Little Rock Nine; students recognize the lasting effects of trauma as Elizabeth Eckford recounts her first day at Central
- Lecture about Elizabeth Eckford and the Little Rock Nine while sitting on the steps and courtyard of the school
- Elizabeth Eckford talks about the historical significance of her experience at Central High School and the importance of not being a “silent witness”
- Examine relationship between Civil Rights Movement and Vietnam War
- Study of the relevant connections of the Sanitation Workers Strike, the Poor People’s March on Washington and the Assassination of Dr. King
- View and analyze the film “The Last Days of King and Kennedy”
- Analyze the historical significance of Dr. King’s assassination; play audio of Dr. King’s last speech, “Mountain Top”, in the courtyard of the Lorraine Motel



## DAY 10 – MEMPHIS, TENNESSEE

### HUMANITIES THEMES:

- Synthesizing Lessons of the Journey

### HISTORICAL SITES &

#### MUSEUMS:

1. National Civil Rights Museum

#### SPEAKER/PRESENTERS

- **Minnijean Brown Trickey**
- **Reverend Billy Kyles**, was on the balcony with Dr. King when he was shot

### SCHOLARLY ACTIVITIES

- Students review audio/visual timeline of the long Civil Rights Movement in the National Civil Rights Museum
- Students listen to Rev. Billy Kyles' account of his last day with Dr. King and how to keep King's dream alive
- Minnijean Brown Trickey elaborates on "The Principles of Nonviolence", the historical precedence of nonviolent protest, and the effectiveness of these principles.
- Circle of Reflection - students share the following:
  - What principle of nonviolence resonates most with you?
  - Did you learn this from a person you met or a place you visited?
  - How are you going to apply this principle to your life when you go home?

## SOJOURN TO THE PAST CURRICULUM AND BIBLIOGRAPHY

### Audio:

- "Eulogy for the Young Victims of the Sixteenth Street Baptist Church Bombing" and "I've Been to the Mountaintop" from [A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King, Jr.](#) Hachette Audio, New York, NY: 2001
- "I Have a Dream" from [From Montgomery to Memphis.](#) Pacific Arts Video/Audio, 1988
- "Birmingham Sunday" by Joan Baez
- "Death of Emmett Till" by Bob Dylan
- SNCC Freedom Singers, [Voices Of The Civil Rights Movement: Black American Freedom Songs 1960-1966.](#) Marsh Russ Publishing, 1997
- "We Shall Overcome" by Bruce Springsteen from [The Seeger Sessions](#)

### Video:

- [4 Little Girls.](#) Dir. Spike Lee. Videocassette. HBO Home Video, 1998
- [American Experience: The Kennedys.](#) DVD. PBS Home Video, 2003
- [Assassinated: The Last Days of King and Kennedy.](#) Dir. Vincent Dipsorio. Videocassette. Time Warner Company, 1998
- "Congressional Gold Medal Ceremony," C-Span. 9 Nov. 1999 <<http://www.c-spanarchives.org/program/id/150621>>
- [Eyes on the Prize.](#) Dir. Henry Hampton. Videocassette. PBS Home Video, 1987
- [Free at Last: Civil Rights Heroes.](#) DVD. The Learning Channel, 1999
- [I Have a Dream.](#) Videocassette. MPI. 1986
- [Journey to Little Rock: The Untold Story of Minnijean Brown Trickey.](#) Dir. Rob Thompson. DVD. Journey to Little Rock Productions, Inc. 2002
- [Killed by the Klan: The Vernon Dahmer Story.](#) Videocassette. The Learning Channel, 1999
- [Mighty Times: The Children's March.](#) DVD. HBO and Southern Poverty Law Center, 2004

- Never Lose Sight of Freedom. DVD. National Park Service. 2006
- Super Chief: The Life and Legacy of Earl Warren. Dir. Bill Jersey. Videocassette. Direct Cinema Limited, 1989
- Who Speaks for Birmingham? Videocassette. CBS, 1961

#### Books/Articles:

- Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle edited by Sara Bullard and Julian Bond. Montgomery, AL: Teaching Tolerance, 2005
- “Through a Lens Darkly” by David Margolick. Vanity Fair. 24 Sept. 2007  
<http://www.vanityfair.com/politics/features/2007/09/littlerock200709>
- Walking with the Wind by John Lewis. New York, NY: Harcourt Brace and Company, 1999
- Curriculum Binder (see Curriculum Binder: Table of Contents below)
- **Curriculum Binder: TABLE OF CONTENTS**

#### FRONT POCKET

Airplane Assignment

“One Girl’s Little Rock Story,” by Minnijean Brown. LOOK 24 June 1958

#### BACK POCKET

“We Shall Overcome” by Pete Seeger

#### INTRODUCTION

	Sojour Coversheet
A1-A3	Table of Contents
A4	Sojour’s Hallowed Grounds Map
A5 –A7	Civil Rights Timeline
A8	“Six Principles of Nonviolence” Martin Luther King Jr. Center for Nonviolent Social Change Inc., 1988
A9	Sojour Confidentiality
A10-A19	Daily Reflections

#### DR. MARTIN LUTHER KING JR. AND ROBERT FRANCIS KENNEDY

B1	“March on Washington for Jobs and Freedom,” Lincoln Memorial Program. 28 August 1963
B2	“John Lewis” and “Bayard Rustin,” <u>Civil Rights Chronicle: The African-American Struggle for Freedom</u> by Clayborne Carson, Ph.D. Lincolnwood, Ill: Legacy, 2003
B3	King Center Assignment
B4	National Civil Rights Museum: Lorraine Motel Assignment
B5 –B6	“Robert F. Kennedy Calms a Mostly Black Crowd of 1,000 After Informing Them That Martin Luther King Jr. Has Just Been Assassinated,” <u>In Our Own Words: Extraordinary Speeches of the American Century</u> edited by Robert G. Torricelli and Andrew Carroll. New York, NY: Kodansha America, Inc, 2000
B7-B15	“Drum Major Instinct” by Dr. Martin Luther King, Jr. <u>A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.</u> edited by James M. Washington. New York, NY: HarperCollins, 1991

- B16-B17 "Thirty Nine Years" by Willa Perrier, A 2nd Helping of Chicken Soup for the Soul compiled by Jack Canfield and Mark Victor Hansen. Deerfield Beach, FL: Health Communications, Inc., 1995

**DR. KING SPEECHES- from *A Testament of Hope***

- C1-C4 "I Have a Dream" by Dr. Martin Luther King, Jr. A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. edited by James M. Washington. New York, NY: HarperCollins, 1991
- C5-C8 "Our God Is Marching On" by Dr. Martin Luther King, Jr. A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. edited by James M. Washington. New York, NY: HarperCollins, 1991
- C9-C11 "Eulogy for the Martyred Children" by Dr. Martin Luther King, Jr. A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. edited by James M. Washington. New York, NY: HarperCollins, 1991
- C12-C24 Photographs from King: The Photobiography of Martin Luther King, Jr. by Charles Johnson and Bob Adelman. New York, NY: Harry N. Abrams Books, 2004
- C25-C33 "I See the Promised Land" by Dr. Martin Luther King, Jr. A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. edited by James M. Washington. New York, NY: HarperCollins, 1991

**MEDGAR AND MYRLIE EVERS**

- D1-D2 "Civil Rights Leader Assassinated," Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle edited by Sara Bullard and Julian Bond. Montgomery, AL: Teaching Tolerance, 2005
- D3-D10 "You Can't Kill an Idea," Martin Luther King, Jr.: A Documentary ... from Montgomery to Memphis edited by Flip Schulke. New York, NY: W. W. Norton & Company, Inc., 1976
- D11 "Ballad of Medgar Evers" by Phil Ochs
- D12 "Death of Medgar Evers" by Donal Leace
- D13-D17 "The Ghosts of Myrlie Evers," Watch Me Fly: What I Learned on the Way to Becoming the Woman I was Meant to Be by Myrlie Evers-Williams. Boston, MA: Little, Brown, and Co., 1999
- D18-D21 "He said he wouldn't mind dying - if..." by Myrlie Evers. LIFE 28 June 1963
- D22-D25 "Winging It," Watch Me Fly: What I Learned on the Way to Becoming the Woman I was Meant to Be by Myrlie Evers-Williams. Boston, MA: Little, Brown, and Co., 1999

**LITTLE ROCK NINE**

- E0 Hallowed Grounds Map
- E1-E3 "Separate and Unequal" by Dan Freedman. SF Examiner 12 May 1996
- E4-E11 "Right of Passage" by Patrick Rodgers. People Magazine 29 Sept. 1997
- "Force of Arms" by John Leland and Vern E. Smith. Newsweek 29 Sept. 1997
- E12-E21 "Alex Wilson," A Life Is More than a Moment by Wilmer I. Counts. Bloomington, IN: Indiana UP, 1999
- E22 Giving Back: The Letter Assignment
- E23-E24 Examining Racism (created by *Sojourn to the Past* staff)
- E25-E35 "First Day at Central High," A Life Is More than a Moment by Wilmer I. Counts. Bloomington, IN: Indiana UP, 1999

- E36-E40 "The Hardest Lesson" by Tara Mack. The Washington Post 13 June 1996
- E41-E43 "Remarks by the President in Presentation of the Congressional Gold Medal to the Little Rock Nine," by William Clinton, The White House: The East Room, Washington, DC. 9 Nov 1999. Address.
- E44-E49 "In Little Rock, a Small Act of Defiance Endures" by Andrea Stone. USA Today 30 Aug. 2007
- E50 "Little Rock Central High School National Historic Site - Crisis Timeline (U.S. National Park Service)" 25 July 2006  
<http://www.nps.gov/chsc/historyculture/timeline.htm>
- E51 Central High Museum Assignment
- E52 "The Little Rock Nine" by Ashley Gray. *Sojourn Originals*, CD.

### **SELMA MARCH**

- F1-F6 Photographs from King: The Photobiography of Martin Luther King, Jr. by Charles Johnson and Bob Adelman. New York, NY: Harry N. Abrams Books, 2004
- F7 Civil Rights Memorial Assignment
- F8 "Selma March," Civil Rights Chronicle: The African-American Struggle for Freedom by Clayborne Carson, Ph.D. Lincolnwood, Ill: Legacy, 2003
- F9 "Bloody Sunday" by Ashley Gray. *Sojourn Originals*, CD.
- F10-F11 Sample Voting Tests

### **CHANNEY, GOODMAN AND SCHWERNER**

- G1 "Triple Murder in Mississippi," Civil Rights Chronicle: The African-American Struggle for Freedom by Clayborne Carson, Ph.D. Lincolnwood, Ill: Legacy, 2003
- G2 "In the Mississippi River" by Marshall Jones, *Voices Of The Civil Rights Movement: Black American Freedom Songs 1960-1966*, SNCC Freedom Singers. Marsh Russ Publishing, 1997. CD.
- G3 "Death of Emmett Till" by Bob Dylan
- G4-G5 "Emmett Till and a Legacy of Grace" by George Will. Washington Post 19 June 2005
- G6-G7 *Transcript- Emmett Till Trial*, Sept. 1955 (testimony of Mose Wright)
- G8-G12 "Kids Who Die" by Langston Hughes; "Goodman, Chaney, and Schwerner" by Tom Paxton; "Those Three Are On My Mind" by Kim and Reggie Harris; "Blowing in the Wind" by Bob Dylan; "Amazing Grace" by John Newton
- G13-17 "Woman Grapples with Loss of Father" by Billy Watkins. Clarion Ledger [Jackson, Mississippi] 12 June 2005

### **BIRMINGHAM**

- H1-H9 Photographs from King: The Photobiography of Martin Luther King, Jr. by Charles Johnson and Bob Adelman. New York, NY: Harry N. Abrams Books, 2004
- H10-H12 Birmingham's Racial Segregation Ordinances –reprinted and distributed by the Birmingham Civil Rights Institute, Birmingham, AL
- H13 "The Birmingham Demonstrations" by Howell Raines. My Soul is Rested: The Story of the Civil Rights Movement in the Deep South. New York, NY: Penguin Group. 1983
- H14 "Rev. Shuttlesworth Attacked ..." The Birmingham News 9 Sept. 1957
- H15-H22 "Braveheart" by Joe Davidson. Emerge Sept. 1998
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- H24 "Birmingham Church Bombing," Civil Rights Chronicle: The African-American Struggle for Freedom by Clayborne Carson, Ph.D. Lincolnwood, Ill: Legacy, 2003
- H25 Four Little Girls Assignment
- H26-H27 Birmingham Civil Rights Institute Assignment
- H28-H44 Sojourn Songbook

### **THE DAHMER FAMILY**

- I1 MDAH Archives: Mississippi State Sovereignty Commission. 18 March 1968
- I2 CBS Interview: Sovereignty Commission. 8 June 1999
- I3-I4 Letter to Chief L.C. Hicks of the Mississippi Sovereignty Commission from Inap. W.G. Gray. 14 Feb. 1958. State of Mississippi, Department of Public Safety
- I5 Vernon Dahmer Sr. Assignment
- I6-I7 "Vernon Dahmer Sr.," Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle edited by Sara Bullard and Julian Bond. Montgomery, AL: Teaching Tolerance, 2005
- I8-I9 "Vernon Dahmer Sr.," Weary Feet, Rested Souls: A guided history of the Civil Rights Movement by Townsend Travis. New York, NY: W.W. Norton & Company, 1999
- I10-I11 "Firebombing Victim Dies," Clarion Ledger [Jackson, Mississippi] 11 Jan. 1966
- I12 "Hattiesburg '66" by Ashley Gray. *Sojourn Originals*. CD

### **JERRY MITCHELL**

- J1 Resources from Jerry Mitchell
- J2-J9 "Out of the Past" by Sherry Ricchiardi. American Journalism Review. April/May 2005
- J10-J19 "Southern Man: Klan-Busting Journalist Jerry Mitchell" by Joe Treen. Mother Jones. 24 Jan. 2007

### **DIRECT ACTION**

- K1 "Six Principles of Nonviolence" Martin Luther King Jr. Center for Nonviolent Social Change Inc., 1988
- K2-K3 Pledge of Nonviolence, Birmingham Pledge
- K4-K15 Ella J. Baker Direct Action program by Sara Fox (*Sojourn to the Past* staff)

### **FEATHER RIVER COLLEGE CREDIT**

- L1 Contact information
- L2-L3 College credit and letter grades
- L4 Possible Topics
- L5-L12 Research Paper Guidelines and examples
- L13 Template for community service hours

### **WHERE TO GET HELP**

- M1-M2 Airplane (home) assignment, VOTE!
- M3-M8 Resources

### **CD of Extra Resources Related to the Curriculum Binder**

“The King Assassination,” Civil Rights Chronicle: The African-American Struggle for Freedom by Clayborne Carson, Ph.D. Lincolnwood, Ill: Legacy, 2003

“Robert F. Kennedy Calms a Mostly Black Crowd of 1,000 After Informing Them That Martin Luther King Jr. Has Just Been Assassinated,” In Our Own Words: Extraordinary Speeches of the American Century edited by Robert G. Torricelli and Andrew Carroll. New York, NY: Kodansha America, Inc, 2000 (*entire speech*)

“A Time to Break Silence” and “Letter from Birmingham City Jail” by Dr. Martin Luther King, Jr. A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. edited by James M. Washington. New York, NY: HarperCollins, 1991

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Brown V. Board of Education. US Supreme Court case. 31 May 1955

Letter from President Eisenhower to Governor Faubus. 5 Sept. 1957

“Eckford: Central High in 1957 ‘was not... a normal environment’” by Kevin Drew. CNN. 17 May 2004 <http://www.cnn.com/2004/LAW/05/17/eckford.transcript/index.html>

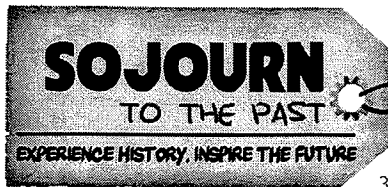
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“Cold Case Reporter a Legend” by Drew Jubera. Atlanta Journal-Constitution 26 June 2005

“God’s Muckraker” by Russ Pulliam. Christianity Today Oct. 2005

“101 Ways to Combat Prejudice,” by Abraham H. Foxman and Leonard Riggio. Compliments of *Barnes & Noble* and the *Anti-Defamation League*



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& Education Institute,  
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Lawyers Committee for Civil Rights  
Under the Law of the  
San Francisco Bay area  
Japanese American Citizens League  
Birmingham Civil Rights Institute  
California Commission on the  
Status of Women  
Univision  
National Anti-Defamation League  
Center for Civil & Human Rights  
Asian Pacific American Legal Center  
Museum of Tolerance  
Dolores Huerta Foundation

February 11, 2010

Members of Citizen Oversight Panel  
In care of:  
The Honorable Jackie Speier  
United States House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20510

Re: FY2011 Appropriations Funding Request

Dear Honorable Members of the Congresswoman Speier's Panel:

Please consider this a formal request for your recommendation to Congresswoman Speier, on behalf of *Sojourn to the Past*, for \$1,000,000.00 in FY11 Appropriations Funding. Provided with this request are strong letters of support from legislators, educational leaders, and others. Also provided is more detailed description of the program, including student outcomes and curriculum bibliography

I never would have envisioned ten plus years ago when I created *Sojourn to the Past* as a lesson for my AP History students at Capuchino High School in San Bruno that, today, I would be writing to ask for the Congresswoman's support to expand what has become the longest running social justice/civil rights educational outreach program for youth in our nation. This is a proud moment and a very humble one to be reaching out to her again. Early on in the development of *Sojourn*, then California Senator Speier, cosponsored \$350,000 in funding from the State to jumpstart the program.

But, here I am with my long standing dream for a more tolerant and accepting society and honored to be reaching out to you to keep the dream alive. A large percentage of the 5400 students who have participated in the ten-day educational journey along the path of the Civil Rights Movement visiting historical sites and meeting with veteran leaders of the Movement – which is *Sojourn to the Past* – are from the 12<sup>th</sup> District. Given the tremendous support that has evolved during the past year from distinguished scholars, historians, legislators, social justice leaders, authors, members of the entertainment industry and hall of fame athletes, I am confident that *Sojourn* is well-positioned now to expand its outreach to a considerably larger audience in the 12<sup>th</sup> District; in California; and, throughout the country. The roster of support is provided in an attachment to the Application.

The accompanying application is for \$1 million in FY2011 Appropriations Funding for the specific purpose of expanding the program in the 12<sup>th</sup> District over five years to a minimum of 1,000 students who are economically disadvantaged by providing them with fellowships to offset the cost of the inclusive \$2,600 tuition for the course. For the first time in *Sojourn's* history, because of the economy, enrollment is down because students are unable to successfully fundraise, as they have been able to do in the past. And, while *Sojourn* has always provided a considerable amount of fellowship support to students with financial need (50%), the organization cannot sustain itself or expand its outreach if it has to pay out a higher percentage of its

intake in fellowship assistance. And, this program must continue to serve students who represent diversity in gender, race, ethnicity, religious beliefs, and who come from different geographic and socioeconomic backgrounds.

The Application allows for additional materials to be provided and these are attached regarding details of the ten-day program content, curriculum, the itinerary, and the innumerable outcomes manifest by students once they have completed the journey. I would like to touch on some specific highlights.

First, the Sojourn curriculum is aligned with California State Standards in US History and Government Curriculum Content. Second, students are eligible for three units of college credit upon completion of the course requirements. The Sojourn educational journey and experience is comprised entirely of interpretation of history and the humanities. It is a transforming experience for high school juniors and seniors that empowers them to return to their schools and communities as engaged students and leaders in the cause for social justice. Of significance is that many of the students never envisioned themselves capable of or motivated to meet rigorous academic standards in studying, analyzing, and describing the history and lessons of the Civil Rights Movement and relating those lessons to their own lives and to the current issues in our country regarding equity and justice.

Upon returning from Sojourn, students develop action plans to apply to their own communities to raise awareness about current problems related to racism, prejudice, and intolerance. Examples of these are referenced in the application.

In addition to the journey and the direct action plan component of Sojourn is that, annually, I reach thousands of students, parents and school staff in the 12<sup>th</sup> District when I make 1.5 hour presentations at school assemblies about the lessons of the Civil Rights Movement. I share with you immodestly that this presentation gives students more information on this topic and its relationship to social justice issues than they receive in their classrooms. Expanding these assemblies to a wider audience in the 12<sup>th</sup> District can only help to shape attitudes and behavior as our state and country grapple with these issues.

Recently, Congresswoman Speier co-sponsored Resolution H.Res.1058 which was introduced to Congress by US Congressman John Lewis commending Sojourn. Congressman Lewis, an Ex Officio Sojourn Board member and who is one of the speakers on the journeys, has publicly credited the program with "helping to change our country". Senator Barbara Boxer presented Sojourn with her Excellence in Education Award writing that "Programs like Sojourn to the Past ensure America's future as a land of liberty and justice for all". And, last year, the California Legislature presented Sojourn with a Resolution authored by California Assembly Member Jerry Hill and co signed by Assembly Speaker Karen Bass and Senators Yee and Price; honoring our work.

On behalf of all those who have given their lives in the cause for social justice, I now turn to you for support and look forward to presenting to you on March 5<sup>th</sup> about *Sojourn to the Past*. I have committed my own life to keeping this program moving forward so that thousands more youth can learn the lessons taught by "ordinary people who did extraordinary things".

Respectfully,

A handwritten signature in black ink, appearing to read "Jeff Steinberg", with a circular flourish underneath the name.

Jeff Steinberg, Founder, Executive Director & Lead Teacher



KAREN BASS  
SPEAKER OF THE ASSEMBLY

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Jackie Speier:

Last year, it was my great pleasure to co-sign a Resolution authored by Bay Area Assemblymember Jerry Hill (19<sup>th</sup> District) commending the tenth anniversary of the landmark accomplishments of *Sojourn to the Past*, which, as you know, originated in San Mateo County and serves thousands of students in the District you represent in Congress. Recently, I had the opportunity to meet with Sojourn staff to discuss the organization's goals for expansion and outreach and the challenges it faces in this economy to reach more youth. I have offered to do whatever I can to help this remarkable organization expand its outreach.

I am impressed that the Sojourn program is aligned with the California State Standards in History and Social Science Curriculum and that it is working with a renowned team of national scholars to ensure that the delivery of the curriculum teaches the lessons of our shared American history and continues to inspire in youth civic responsibility and social action, fostering moral adulthood by linking the lessons of the past to the moral choices youth make today. I am equally impressed that Sojourn has facilitated an agreement with American River Community College that enables students who complete Sojourn and its community service component to receive three units of college credit.

As you are aware, the Sojourn course takes an ethnically and socioeconomically diverse group of students out of the classroom and across the country for a ten-day educational journey along the path of the Civil Rights Movement. By introducing students to the elders in our society who, as everyday young people – like the students – once led the fight for racial justice in America, students have a unique and transformative educational experience that empowers them towards societal change and putting the lessons they learn into practice in their schools and communities toward creating a more civil society that is free of discrimination, violence, hatred, bigotry, and inequity. They are challenged to reach within themselves to define the values that drive them and to defend the principles of equality and justice – a personal inquiry that rarely happens in the classroom. To date, 5,400 students have completed the Sojourn curriculum.

Our nation continues to grapple with racism. The Southern Poverty Law Center, one of Sojourn's esteemed Community Partners, currently reports a continued rise in ethnic-based violence and anti-government and white supremacist activity – all the more reason why we need to do what we can as elected officials to ensure that as many youth as possible have the opportunity for enrollment in *Sojourn to the Past*.

I applaud the support you have given to Sojourn throughout its development and urge you, at this pivotal time in our country's history, to carry that support forward to the United States Congressional Appropriations Committee and secure funding for the nation's longest running social justice/human rights educational outreach program for youth.

Respectfully,



Karen Bass  
Speaker of the Assembly  
State of California

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Assembly  
California Legislature



JERRY HILL  
ASSEMBLYMEMBER, NINETEENTH DISTRICT

COMMITTEES  
BUDGET  
CHAIR, BUDGET SUBCOMMITTEE  
NO. 1 ON HEALTH AND  
HUMAN SERVICES  
GOVERNMENTAL ORGANIZATION  
NATURAL RESOURCES  
PUBLIC SAFETY  
SELECT COMMITTEE ON  
RENEWABLE ENERGY  
CHAIR, SELECT COMMITTEE ON  
BIOTECHNOLOGY

January 22, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congress  Speier:

I am writing in support of the request for funding submitted to you by *Sojourn to the Past*.

*Sojourn to the Past* is a unique, rigorous, and transformative social justice/human rights education program. Aligned with California State Standards in History and Social Science Curriculum, *Sojourn* brings history to life for students. It introduces them to historical sites and veteran leaders of the Civil Rights movement, challenges them to reach within themselves to define the values that drive them and calls on them to defend the principles of equality and justice – a deep and personal inquiry that rarely happens in the classroom.

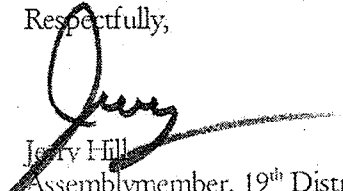
*Sojourn* requires that students completing the course for college credit fulfill ten hours of service in the community where they attend school. Past participants have performed their community service registering people to vote, organizing school programs that demonstrate the link between bullying and hurtful language to violence and prejudice, and organizing non-violence campaigns.

I am proud to serve on the National Advisory Committee of *Sojourn to the Past*.

*Sojourn to the Past* fulfills a fundamental need in the area of education in the humanities. It is an important tool for strengthening our community and society by fostering student scholarship and citizenship around the goal of social justice and human rights for all Americans.

Please do not hesitate to contact me if you have any questions regarding this matter.

Respectfully,

  
Jerry Hill  
Assemblymember, 19<sup>th</sup> District

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# California State Senate

SENATOR  
CURREN D. PRICE, JR.  
TWENTY-SIXTH SENATE DISTRICT



COMMITTEES  
APPROPRIATIONS  
BANKING, FINANCE AND  
INSURANCE  
BUDGET AND FISCAL REVIEW  
GOVERNMENTAL ORGANIZATION  
JOINT COMMITTEE  
THE ARTS  
CHAIR  
SELECT COMMITTEES  
PROCUREMENT  
CHAIR  
CALIFORNIA'S HORSE RACING  
INDUSTRY  
CALIFORNIA'S WINE INDUSTRY  
CONSTITUTIONAL REFORM  
THE CENSUS

February 2, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier:

As a California State Senator and a member of the National Advisory Committee for *Sojourn to the Past*, I am writing to indicate my enthusiastic support of the organization's request for Senate Appropriations Funding to enable more expansion throughout California and enable more youth to participate from the Senate District I represent in California. Unquestionably, this is a program that shapes students' attitudes and citizenship and should be experienced by as many students as possible.

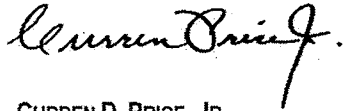
*Sojourn to the Past* is the longest running civil rights education and outreach program for youth operating in the United States. As such, *Sojourn* has attracted a distinguished National Advisory Committee, an impressive roster of ethnic and human rights oriented organizations, and a team of nationally recognized scholars to work with *Sojourn's* educators in the development and delivery of curriculum. This unique program takes students out of the classroom for a ten-day living history lesson along the path of the Civil Rights Movement. I believe that the best learning occurs when students understand the context and conditions in which actions and events take place. Further, when students from different religious, ethnic, geographic and socioeconomic backgrounds have the opportunity to spend time together in a safe, respectful, and nurturing learning environment, their attitudes about perceived differences are transformed into the realization of how similar they are. This is at the heart of *Sojourn's* mission towards societal change.

The *Sojourn* curriculum/experience brings our shared American history to life by introducing high school students from diverse backgrounds to the foot soldiers of the Civil Rights Movement - on the sites where history was made - and engages them in rigorous scholarly research, analysis, dialogue and reflection deeply exploring the history and lessons of the Movement. Many of the students never saw themselves capable of strenuous academic discourse. The result is transformative and empowering as witnessed by the numbers of students who return to their schools and communities immersing themselves in activities and future academic pursuits that relate to social justice.

Re: Sojourn to the Past  
Page 2 of 2

Senator Barbara Boxer has thoughtfully commended Sojourn with her Excellence in Education Award and United States Congressman John Lewis has credited Sojourn with "helping to change our country". I couldn't agree more and hope that, through your support in the Senate, hundreds more students from our State will have the opportunity to pass through the door of enlightenment which *Sojourn to the Past* opens for them.

Respectfully,



CURREN D. PRICE, JR.  
26<sup>TH</sup> SENATE DISTRICT



The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

January 29, 2010

To Whom It May Concern:

I am writing to express my full support of Sojourn to the Past and for the fulfillment of their long term effort to provide a rigorous and inspiring educational program to students in the southern states. The unique educational opportunity Sojourn to the Past offers its students is remarkable and I am honored to be involved in this splendid effort.

As founding director of the King Research and Education Institute at Stanford University, I have devoted most of my professional career to the study of King's legacy and of the movements he inspired. The King Papers Project, a component of the Institute, is currently publishing a definitive fourteen-volume edition of *The Papers of Martin Luther King, Jr.*, containing King's most significant correspondence, sermons, speeches, published writings, and unpublished manuscripts.

We have also published many other books and articles that provide a solid foundation for our Liberation Curriculum (LC) educational program, which we have made available to Sojourn. The LC's recent publication, *King and Global Liberation*, provides teachers and students with document-based lesson plans, and the LC's online resources provides information about global efforts to achieve social justice, human rights and liberation through nonviolent means. The LC also provides online educational resources, professional development workshops, and an online social justice community for teachers.


While meeting state and national standards, LC's document-based teaching resources and professional training help teachers engage students in critical thinking and historical analysis, while inspiring them to seek positive social change. LC educational programs feature not only King's visionary ideas but also the work of ordinary people who have made extraordinary contributions to liberation movements, transforming the way young people learn about history.

Having participated in one of Sojourn's trips and having taught African-American history not only at Stanford but at Emory University and Morehouse College in Atlanta, I have had ample opportunities to think about ways to use the South's rich historical resources as a learning opportunity to students. I am certain that my experience prepares me well to advise Sojourn's leaders as they extend their educational program to students in that region.

Through my collaboration, Sojourn will continue to have access to the resources of the King Institute. In the past, students and teachers involved in Sojourn have utilized publications of the Institute to prepare themselves for their educational trips to civil rights landmarks, and this collaboration assures that authoritative information will be at their disposal. As such, Sojourn will have access to the primary sources work of the Institute.

Building upon this research foundation, the Project also engages in other related educational activities that will enhance Sojourn. In combination with my own expertise and experience, the institutional support I can offer Sojourn will truly make their endeavor unprecedented. Sojourn to the Past fulfills a fundamental need in the area of education in the humanities. I look forward to participating in their program and thank you for your support which will make this come to fruition.

Sincerely,



Clayborne Carson

Director of the Martin Luther King, Jr., Research and Education Institute  
Stanford University



19 Pleasant Street, 2nd Floor • Concord, NH 03301 • Phone 603.226.3636 • Fax 603.226.3638

[www.lantosfoundation.org](http://www.lantosfoundation.org)

February 1, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier,

The Lantos Foundation for Human Rights and Justice is pleased to write in support of the application for FY2011 Appropriations Funding submitted to you by *Sojourn to the Past*, whose mission is closely aligned with the philosophy of the late Congressman Tom Lantos. As the nation's longest running human rights/social justice educational outreach program for youth, the Sojourn program is providing students, through rigorous curriculum entrenched in the humanities, a unique, transformative and empowering experience toward societal change.

The program takes an ethnically and socioeconomically diverse group of students out of the classroom and across the country on a ten-day educational journey along the path of the Civil Rights Movement. Students meet the elders in our society who, as everyday young people – like the students – once led the fight for racial justice in America and learn from these foot soldiers of the Movement how to put the lessons they learn into practice in their schools and communities.

Our nation continues to grapple with racism and inequity. The Southern Poverty Law Center currently reports a continued rise in ethnic-based violence and anti-government and white supremacist activity. The Sojourn program is addressing this. Over the past ten years, more than five thousand students have taken the journey that the Sojourn program provides and have returned to their schools and communities as leaders toward creating a more civil society that is free of discrimination, violence, hatred, bigotry, and inequity.

Congressman Lantos was a member of Sojourn's original Advisory Board and until his passing was a strong supporter of the Sojourn program, the mission of which is manifest in the Lantos Foundation's commitment to draw attention to human rights issues. Therefore, we strongly encourage your support of Appropriations Funding that will enable thousands more youth to experience the lessons taught on their Sojourn to the Past.

With sincerest regard,

Denise L. Perron, Executive Director  
Lantos Foundation

SPLC



Civil Rights Memorial Center

*Sponsored by the Southern Poverty Law Center*

400 Washington Avenue  
Montgomery, AL 36104  
334.956.8439  
www.spicenter.org  
www.civilrightsmemorialcenter.org

January 29, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon Building  
Washington, DC 20515

Honorable Jackie Speier:

The Southern Poverty Law Center is honored to serve as a *Community Partner* to **Sojourn to the Past**, a non-profit organization that sponsors truly exceptional education experiences for high school students.

Sojourn to the Past provides a unique and transformative civil rights immersion experience to high school students. Under the leadership of Jeff Steinberg, they have included a visit to the Civil Rights Memorial in their travel itinerary for the past ten years. Unlike most other group tours, a Sojourn to the Past tour last three hours!

The staff, teachers and administrators involved in each journey work with the students to prepare them for their trip to the Deep South. This makes for a much more engaging and rewarding experience. Sojourn to the Past groups are always multi-cultural, multi-racial and multi-ethnic. I look forward to their trips every year.

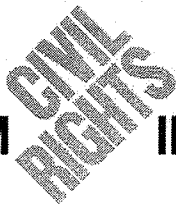
I encourage you to support them in any way you can.

Sincerely,

Lecia J. Brooks



**BIRMINGHAM CIVIL RIGHTS INSTITUTE**



520 Sixteenth Street North • Birmingham, Alabama 35203  
205 328-0990 • www.bcri.org • bcri@bcri.org

TO: Jackie Speier, Congresswoman

February 1, 2010

FROM: Ahmad Ward, BCRI Head of Education

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon Building  
Washington, D.C. 20515

ATTENTION: Jackie Speier

Dear Congresswoman Speier,

RE: *Sojourn to the Past*

The Birmingham Civil Rights Institute (BCRI) is pleased to support *Sojourn to the Past's* application for funding from the US Congressional Appropriations Committee. BCRI's mission is to "promote Civil and Human Rights worldwide through Education." Our long-standing community partnership with *Sojourn* has helped us achieve that goal for the past ten years.

RE: *Sojourn to the Past*

We salute the dedicated work that *Sojourn* has accomplished in bringing thousands of kids to the South to learn about keystone moments in American History. BCRI also appreciates that *Sojourn* students learn about and sing songs from the Civil Rights Movement in our theatre so that they recognize the power that music served in order to keep activists engaged in a movement that was facing extreme resistance.

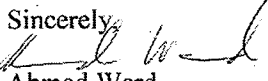
RE: *Sojourn to the Past*

I can honestly say that I can see the impact that *Sojourn to the Past* is having on the young people that are participating. The many conversations that I have had with their students over the years show that they are receiving the "message" loud and clear. The message, that they can create positive change in our country, regardless of the situation, or their personal challenges. I believe that Jeff Steinberg and the *Sojourn* family are changing lives and we are glad to be a part of that goal.

RE: *Sojourn to the Past*

Because *Sojourn* students have accessed the museum in a mature, responsible and engaging way for the past 10 years, we look forward to our ongoing commitment to work with the program from 2011-2013 and beyond. It is with great respect that I wholeheartedly support *Sojourn to the Past* for consideration to the US Congressional Appropriations Committee

RE: *Sojourn to the Past*

Sincerely,  
  
Ahmad Ward  
BCRI Head of Education

RE: *Sojourn to the Past*

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FAX: 415.543.0296  
E-MAIL: info@lccr.com  
WEBSITE: www.lccr.com

January 25, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Jackie Speier:

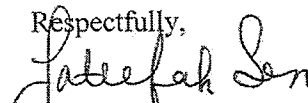
The Lawyers' Committee for Civil Rights Under the Law, is a nonpartisan, nonprofit organization that was formed in 1963 at the request of President Kennedy to involve the private bar in providing legal services to address racial discrimination. The principal mission of the Lawyers' Committee is to secure, through the rule of law, equal justice under the law.

The Lawyers' Committee of the San Francisco Bay Area is pleased to be a Community Partner with Sojourn to the Past, another profoundly influential nonprofit organization, founded in the Bay Area, and serving thousands of students, a large percentage of which come from your Congressional District.

I believe that education is the most significant tool in changing attitudes and perceptions as regards racism and human rights and the acts of violence that intolerance perpetuates. Sojourn to the Past is the longest running social justice/human rights educational outreach program for youth in the country having empowered thousands of youth toward making positive contributions to their schools and communities as ambassadors of change.

We look forward to a long collaboration with Sojourn that will include education and mentoring. I wholeheartedly support the organization's request for Appropriations Funding and hope that you will carry their request forward to the United States Congressional Appropriations Committee.

Respectfully,

  
Lateefah Simon  
Executive Director

40<sup>TH</sup>  
ANNIVERSARY  
1968-2008

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# MEDGAR EVERS INSTITUTE

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The Honorable Jackie Speier  
Congress of the United States  
House of Representative  
211 Cannon House Office Building  
Washington, DC 20515

February 3, 2010

Dear Honorable Jackie Speier,

I gladly give my support in request for Appropriations funding for Sojourn to the Past. Since it's conception, ten years ago, I have supported this enriching and engaging program. Even though Sojourn curriculum was created primary for our youth it has been embraced by all generations. I have observed their growth from a California classroom to a highly respected national organization, always instilling principles to embrace diversity and social justice.

The students who have participated in this "once in a lifetime" experience of traveling to significant civil rights locations, meeting activists who helped change America, studying from renown text, has been life changing for them. How do I know? I have read their papers and seen their projects on their experiences, received unsolicited, heartfelt correspondence, and I observed the light of knowledge reveal itself as we met at Medgar's and my home in Jackson, Ms.

They return home dedicated to address issues in their community, with the knowledge that this trip has enhanced their mind and contributed 3 units of college credit, with a program that is aligned with California State Standards in History and Social Science Curriculum. This exposure to a part of American history is critically important as we look to younger generations for leadership today and into the future.

The Appropriations funding would ensure the inclusiveness of all students including those economically disadvantaged. Empowering each participant to make a difference within oneself and the world. I respectfully ask for your support for the Appropriations funding application being submitted by Sojourn to the Past.

Sincerely,

Myrlie Evers-Williams



OFFICE OF THE PRESIDENT

February 1, 2010

The Honorable Jackie Speier  
House of Representatives  
District Office  
400 S. El Camino Real, Suite 750  
San Mateo, CA 94402

Dear Congresswoman Speier,

I am writing to express my enthusiastic support for whatever assistance is possible through your office for "Sojourn to the Past", the extraordinarily successful and profoundly meaningful experience that brings high school youth into an intimate understanding of the sacrifice, courage and hope exercised by the leaders and participants in the Civil Rights movement which changed forever the direction and the history of human rights and social justice in America. The program is brilliantly designed and conducted by a truly gifted teacher who understands better than any educator I know how to connect youth with the penetrating and lasting lessons that the history of the struggle for human rights has taught us.

As a high school superintendent for almost a decade, and now as a community college president, I have witnessed firsthand the deep, transforming and lasting impact on young people this program engenders. They emerge from the program with compassion and empathy for those who suffer injustice and most importantly, they become determined to exercise justice and understanding in their own lives and to carry out a lifelong commitment to engaging in those endeavors in society that further understanding and support for the foundations of a socially just world. The power of the program is enthralling. Students literally stand in the spaces where civil right leaders were beaten with truncheons, where little children were murdered, where supreme courage faced down murderous bigotry and where the lives of gifted leaders were taken. They relive, more veritably than by any other means, those courageous and inspiring moments when men and women were willing to sacrifice all that they possessed, even their lives, on behalf of the rights of their fellow man. Students are forever changed. For them there's no going back. Over and over again young people express that they embrace a new duty, one that makes them care about other people's suffering, how they share in that suffering both in the history of injustice and in the lives before them. They resolve to make their lives open to the feelings of other people, courageous and relentless in bringing opportunity for personal fulfillment into the lives of everyone in their communities.

As I survey forty-seven years of teaching youth and leading schools, reflecting on what is truly lasting and meaningful, I must say without any misreckoning, that the program that changes, more than any identifiable educational experience, how young people perceive the meaning of justice and how their lives can be interwoven with justice for others, is "Sojourn To the Past".

Sincerely Yours

Thomas C. Mohr,  
President



Department of History  
2130 Fulton Street  
San Francisco, CA 94117-0880  
TEL. 415 422-6784  
FAX 415 422-5784

Rep. Jackie Speier  
400 South El Camino Real, Suite 750  
San Mateo, CA 94402

February 1, 2010

Re: Sojourn to the Past

Dear Representative Speier:


As a member of the Board of Directors of Sojourn to the Past, as well as a former graduate of Capuchino High School in San Bruno, and a member of the history faculty at the University of San Francisco, I would like to take this opportunity to discuss the good works of this transformative civil rights education project and to request your support for Appropriations funding.

Sojourn to the Past educates high school students across the country about the inspiring story of the Civil Rights Movement. Sojourn is a rare opportunity for students to learn the inspiring stories of the struggle for Civil Rights. Its ten-day journey from Atlanta to Memphis, with nine other stops in between including Montgomery, Selma, and Little Rock, introduces students to veterans of the Civil Rights Movement while visiting important sites that changed America. Participants also develop action plans to apply to their own communities upon return to raise awareness about modern problems related to racism, prejudice, and intolerance. Sojourn offers a unique and remarkable learning experience. Students return from their experience inspired to play an enhanced role in the civic life of their communities. Students who participate in Sojourn are more likely to vote, to become involved in community service, and to pursue careers in social justice.

Sojourn to the Past is the recipient of Senator Boxer's Excellence in Education Award, has received recognition from the California State Legislature, the Jefferson Award for Public Service, and other grants and awards. Sojourn has also received endorsements from Martin Luther King III, Rep. John D. Lewis, and an impressive number of community partner organizations. Moreover, Sojourn's staff has brought together a remarkable roster of nationally known figures for its Board of Directors, its National Advisory Board, and its team of scholar advisers.

Please do not hesitate to contact me if you have any questions about the work of Sojourn to the Past. I hope you will continue to give us your support.

Sincerely,

  
Chris O'Sullivan, Ph.D.  
osullivanc@usfca.edu  
Department of History  
University of San Francisco

# San Mateo Union High School District



*Scott Laurence, Superintendent*

*Kirk Black, Associate Superintendent - Human Resources & Administrative Services*

*Elizabeth McManus, Deputy Superintendent - Business Services*

*Matthew Biggar, Associate Superintendent - Instruction*

*650 North Delaware Street - San Mateo, CA 94401-1795*

*(650) 558-2299*

*(650) 762-0249 FAX*

February 1, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier,

On behalf of the San Mateo Union High School District (SMUHSD), I write to support Sojourn to the Past in its request for appropriations funding. Sojourn is a unique education experience that originated in the SMUHSD and has been serving students throughout our district for the past ten years. Funding would allow the opportunity for many more students in the SMUHSD to participate in this valuable enrichment program.

The power of the Sojourn curriculum and experience is that students grasp the relation of the lessons from the Civil Rights Movement to the present day human rights and social justice issues. They become motivated to find and use their voices realizing that they have the power to be agents of change. Students are challenged to tackle an issue in their schools and communities when they return and with Sojourn's support, I've seen students change the environment of their schools and raise discussion among their peers and faculty regarding issues of diversity and equity. Additionally, offering 3 units of college credit to those who participate, Sojourn begins the college process for many of our students.

With emphasis on civic responsibility and not being silent to injustice, Sojourn combats a harmful apathy and promotes our leaders of tomorrow. It is important that Sojourn be available to all students including those economically disadvantaged. I respectfully ask for your support of the application for Appropriations funding being submitted to you by Sojourn to the Past.

Sincerely,

Matthew Biggar

Associate Superintendent/Instruction

# SEQUOIA UNION HIGH SCHOOL DISTRICT

480 JAMES AVENUE, REDWOOD CITY, CALIFORNIA 94062-1098

ADMINISTRATIVE OFFICES (650) 369-1412

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January 26, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier:

Through local members of Congress, Sojourn to the Past is applying for \$2 million in appropriations funding from the United States Congress which would enable Sojourn to expand and include more economically disadvantaged students in the Sequoia Union High School District. It is estimated that the funding would ensure that fellowships could be provided to at least 2,000 more students in our District over a five-year period.

The Sojourn project has had a positive effect on those students and teachers who have participated. I have observed the utilization of innovative teaching strategies, as well as meaningful activities being organized by students who took part in Sojourn to the Past.

The importance of making the program available to economically disadvantaged students is a key component. It is important to note that students who complete the program and the community service component are eligible for 3 units of college credit; the program is aligned with California State Standards in History and Social Science curriculum.

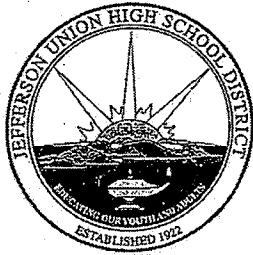
I feel that the mission of Sojourn to the Past supports and relates to the goals of Sequoia Union High School District regarding mutual respect, equality, non-violence and community service. We are asking for your support of additional funding from the United State Congress for Sojourn to the Past.

Sincerely,



Patrick R. Gemma, Ed.D.  
Superintendent

smr



## Jefferson Union High School District

ADMINISTRATIVE OFFICES – SERRAMONTE DEL REY  
699 Serramonte Boulevard, Suite 100  
Daly City, California 94015-4132  
(650) 550-7900 • FAX (650) 550-7888

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Michael J. Crilly  
Superintendent

February 2, 2010

The Honorable K. Jacqueline Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, DC 20515

Dear Congresswoman Speier:

I write this letter to support one of the most impressive programs that I have seen positively impact students in our schools in many years. The Jefferson Union High School District has been involved in the *Sojourn to the Past Program* for more than 10 years. As you may be aware, this program brings groups of students on a 10-day journey to the historical sites of the civil rights movement. Not only do they visit the sites, but they engage with the history makers from that chapter in time. Each year we have more and more students who wish to participate.

During the course of the spring semester following a life-changing stay in the South, both teachers and students often come to our Board of Trustees to present their learning and impressions of what they have seen and felt. In many cases, the experience is as much emotional as it is intellectual. Points of view are explored and challenged; students are touched in a way that no history book, documentary or any single guest speaker could ever achieve. These students, in so many ways, experience in a very personal way what happened in the South in the 1960's and it becomes part of their being.. There is no program as powerful as *Sojourn to the Past*.

As so often is the case, funding is the difference between some students being able to participate and others unable to go. Each year, students in our participating schools embark on fundraising endeavors aimed to generate a major portion of the cost. As one would imagine, this comes easy to some and with great difficulty for others. For some of our students it is impossible to generate the funds necessary to make this trek. In these times of severe budget cuts to school districts and, in particular school districts like ours, providing the help necessary to support students on such a trip is not something we have been able to afford. Therefore, it is inevitable that those few who are able to raise the funds necessary are the ones able to go.



The Honorable Jackie Speier  
February 2, 2010  
Page 2

The rewards are great! Not only is the program aligned with the California State Standards in History and Social Science, students become eligible to earn 3 units of credit through a California community college. More importantly, the long term impact is even more significant. Being able to hear and see and, in many cases, discuss the events of the civil rights era with those who actually lived it, is truly a life changing event.

As time goes by it will not be possible for all students to meet and listen to the likes of Minnijean Brown Trickey or others like her. These champions of the civil rights movement are aging and passing with the generation. It is most important that students experience their message, their pain and their passion while the opportunity is still here. It is these fortunate students that will be able to carry the message to their generation with examples of their first hand experience. Their passion and connection will be real because they have been touched by history.

I urge you to fully support the efforts of the *Sojourn to the Past Program*, a truly outstanding program.

Sincerely,



Michael J. Crilly  
Superintendent

February 2, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier

I am pleased to state my support of Sojourn to the Past in its request for appropriations funding. I served as the South San Francisco Unified School District (SSFUSD) Superintendent for five years and was with the District for over 40 years until my recent retirement.

I have witnessed first-hand the positive effects of Sojourn to the Past's innovative and engaging teaching methods on our students. I encourage you to support funding for Sojourn so that many more of our students can benefit from a program that successfully relates history and inspires students to practice nonviolent social change for equality and justice in their own schools and communities.

Sojourn to the Past has a big presence at both of SSFUSD's high schools. Both campuses have benefited from their respective students' Sojourn experience. On the journey, students are asked to work together and create a direct action to effect change in their schools or within their communities. I have seen the significant Sojourn impact on these students put forward into action and shared with peers, teachers, and administrators. Sojourn students from one of our high schools organized a voter registration drive and raised awareness amongst their peers about the importance of civic responsibility, a major theme of Sojourn to the Past. Other students have put on non-violence workshops and created a Voter Hall of Fame. Another lasting impact of Sojourn is that students may receive a valuable three units of college credit.

Sojourn offers a transformative experience that teaches important lessons of the Civil Rights Movement that can be overlooked in traditional classrooms. Emphasizing civic responsibility, courage, nonviolence and equity, Sojourn prepares young people to become the future leaders that our country needs.

I respectfully ask for your support of the application for appropriations funding being submitted to you by Sojourn to the Past.

Sincerely



Barbara Olds  
Superintendent, retired.  
South San Francisco Unified School District



CULVER CITY  
UNIFIED SCHOOL DISTRICT

"Lifelong learning... filling the future with options"

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The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

February 2, 2010

Dear Representative Speier,

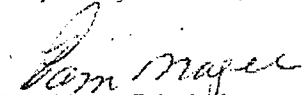
I am writing in support of the Sojourn to the Past program, an applicant for Congressional funding appropriations. As principal of Culver City High School, I had the opportunity to travel with the Sojourn group from our school, and can attest to the academic and social value of this unique program.

Each year our students excitedly plan for the February journey to significant sites of the civil rights movement. Although they have heard the orientation presentations given by teachers and Sojourn Executive Director Jeff Steinberg, nothing can fully prepare them for the eloquent speakers, the historical landmarks, and the moving discussions that they will share with their fellow travelers. The Sojourners return from their quest with a new sense of purpose and dedication to raising the student body's awareness of prejudice and to addressing this in both personal and public forums.

The mission of the Sojourn to the Past program directly supports our school mission which is: *Culver City High School is an engaged and caring academic community where diversity is valued and respected. We are committed to educating and inspiring all students to become life-long learners and contributing members of our global society.* Sojourn is a rigorous program that is aligned to California State Content Standards in History and Social Science curriculum. Participants are held to high academic standards and are fully engaged in reading, writing, and discussing relevant literature throughout the trip.

I urge you to assist this program with additional funding based on the profound impact that the Sojourn to the Past trip has on all students and teachers who have had the opportunity to participate. For more than a decade, Culver City High School students and teachers have joined this historical pilgrimage that challenges all participants to step out of their comfort zones, to confront biases that they or those around them might harbor, and to be active participants in making their schools, communities, and world better places for all. The only drawback to the program is the limited student involvement due to financial restrictions. Your support of funding appropriations for Sojourn will enable those who have much to offer and much to benefit from this program to join in this life-changing experience.

Respectfully submitted,

  
Pam Magee, Principal

**SOUTH  
SAN  
FRANCISCO  
HIGH  
SCHOOL**

Principal  
Michael Coyne

Assistant Principals  
Victoria Dye  
Cheryl Lana  
Laura Nichols

February 4, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier,

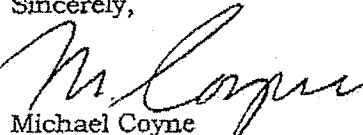
I am writing this letter in support of the Sojourn to the Past Program's application to secure funding. Since 1999 South San Francisco High School has sent over 200 students on this incredible journey through the Deep South to retrace the historical footsteps of the Civil Rights Movement. The benefit of the experience for students is far reaching and profound. In addition to acquiring historical knowledge, students learn commitment, discipline, and tolerance.

Well before embarking on the trip, students attend after school and lunch time study sessions for which selected readings by Dr. Martin Luther King and Congressman John Lewis are required. They also commit to a letter writing campaign to raise funds to assist all students to attend. A rigorous academic schedule is maintained throughout the trip. In addition to visiting historic sites and meeting with heroes of the Civil Rights Movement, students attend evening classes and are assigned homework each night. There is an academic grade requirement for students which becomes an incentive for many of them.

A particularly impressive aspect of the trip is to watch young people dedicated to their own learning becoming inspired not only by the content of what they are being taught but also by the courage and perseverance of the heroes of the movement who teach the lessons to them. They also are able to relate the historical events to their own lives and return to school committed to becoming agents of change and to make the world a better place as their famous teachers did.

I attended the trip in 2000, and it is the single most effective teaching model I have ever observed. Students are engaged, motivated, and inspired; everything you hope a teaching experience could be for a young person. Through an appropriation, this invaluable opportunity to participate in the Sojourn to the Past Program could be bestowed upon students throughout the country.

Sincerely,



Michael Coyne  
Principal

/sm

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South San Francisco  
California, 94080  
Tel: (650) 871-8754  
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Southern Regional Education Board

592 Tenth Street, NW  
Atlanta, Georgia 30318-5790  
Phone 404-875-9211  
Fax 404-872-1477  
www.sreb.org

February 3, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier:

*Sojourn to the Past* has given me a multitude of rich, insightful experiences for almost a decade. In 2002, I discovered this organization as a recent college graduate serving as a Teach For America corps member at Castlemont High School in Oakland, CA. Several of my students encouraged *me* to go on the trip. They knew that although I was a trained science teacher, my teaching style and belief in community connected me to the mission of *Sojourn*. I was also drawn to the possibility of seeing my students learn more about the South and especially visit my home state of Arkansas. An opportunity like this was rare for our school, and we all knew it could be challenging to make it happen. Obtaining approval and the trust of the district and our principal would be a daunting task. Working with students' families and the community to raise funds was equally challenging. However, *Sojourn's* founder, Jeff Steinberg, seemed personally invested in ensuring that money would not prevent students from participating in this unique educational experience. I thought he really liked our kids and wanted them to go. Eight years later I know better...he secretly wishes that he could take **all children and families** from every nation on this trip for free.

During the trip I immediately attached myself to Minniejean Brown Trickey of the Little Rock Nine. She explained truths about my home state and country in a way no text book ever did. Mr. Steinberg's teaching style was compelling. His ability to connect content standards in a relevant way to students is a model for anyone in a college Teacher Education program. My time with *Sojourn to the Past* has contributed to my personal growth as an educator as well as broadening my understanding of the history of my country. I am blessed to have had the opportunity to witness so many young people find a renewed perspective of U.S. History along this 10 day journey. Most of them emerge with the unique ability to connect lessons from our nation's dynamic past to their own lives.

I am writing you in support of *Sojourn to the Past* receiving the Appropriations Funding to reach more economically disadvantaged children and families in the great state of California and beyond. The pedagogy used during this trip engages the social and emotional needs of students in context of the required standards. I have personally witnessed students deciding to stay in school and focus on appreciating learning after reflecting on one of the speaker's messages during the journey. Some decide to reconcile with a family member or apologize to a friend. Teachers have similar enlightenments.

After leaving the classroom and California in 2002, I moved and began a new career as a School Improvement consultant with the Southern Regional Education Board in Atlanta, GA. Initially, I was invited to be a co-facilitator of the anti-racism workshop when the *Sojourn to the Past* trip reached Atlanta. Within a few years I was using my vacation days to support Mr. Steinberg throughout the trip,

teaching students on a second bus and designing lessons for the Capitol Steps in Montgomery, AL. Now, it's such a part of my life that I collect daily newspaper articles, discussion boards and film clips to use with *Sojourn* students. My wife and parents have participated during lessons, and I would like to pursue a Ph.D. writing my dissertation on the merits of experiential-based learning of American youth partnering with *Sojourn to the Past* to complete the research.

One of the topics we've planned to use as a platform this year comes directly from the pen of President Obama. It speaks to the urgent efforts that *Sojourn* uses to educate young people regarding having a sense of trust between the races:

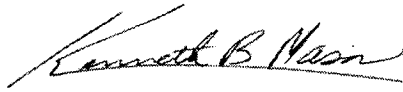
*It can wither without a sustaining effort. It may last only so long as minorities remain quiescent, silent to injustice; it can be blown asunder by a few well-timed negative ads featuring white workers displaced by affirmative action, or the news of a police shooting of an unarmed black or Latino youth.*

If inspired properly, in the appropriate setting—all children can share their unspoken hopes for their world and homeland. Relaxing on the sloping grass at the foot of Stone Mountain in Georgia, *Sojourn* faculty and staff encourage children to hold their head high in defiance of the former hallmark of the Confederacy. After a brief lesson by Mr. Steinberg, we play a recording of Dr. King's *I Have a Dream* speech—this recording is played very loudly.

Then, there at one of the former birthplaces of the Ku Klux Klan, Sojourners share their reality of a better America with a deeper understanding of nonviolence, unity and racial reconciliation. It always amuses me as I listen to them under the crisp Georgia night air...how many of them don't realize that they soon will become the leaders of their communities, cities and states. I like to think they will never forget that moment and that they will carry the main message of that lesson with them as they become parents and working adults.

I hope you will support *Sojourn to the Past* as the organization strives to provide this moment for more young people throughout the country.

Sincerely,



Kenneth B. Mason, *High Schools That Work*/Project Lead The Way Urban Initiatives  
Southern Regional Education Board (SREB)  
592 10th Street, N.W.  
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The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

January 29, 2010

Dear Congresswoman Speier,

As a resident of California and a public school history teacher, I urge you to support an incredible educational program, *Sojourn to the Past*. The program has had an immense impact on thousands of students and teachers in California and beyond. I taught high school history for over ten years and have been involved in *Sojourn to the Past* for seven years. I know of no other educational program that truly engages the heart and the mind.

Let me begin with the mind. For the teachers and students who attend the ten-day journey, they receive the equivalence of a college history course on the Civil Rights Movement. The readings, writing assignments, discussions, learning activities and presentations by historical figures surpass even the more rigorous college courses. Students and teachers build historical content knowledge, engage in critical analysis, compose written and oral presentations and build reading comprehension. The content area covers Constitutional law, early and modern American history, political science and theories of economics. In the area of cognitive skills, students and teachers are expected to delve into complex issues and historical concepts that require rigorous analytic and critical thinking skills. I am very familiar with the California State Content Standards and this program covers the content and the skills delineated in the Social Science and English Language Standards for the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades.

But, *Sojourn to the Past* is much more than an academic experience. With true conviction, I can say that participating in this program has made me a more humble, patriotic and grateful American. The Civil Rights Movement embodies the most critical moments of our great democratic journey toward true equality and justice. *Sojourn to the Past* brings those moments to life by introducing the foot soldiers of the movement to hundreds of students each year. These historical figures are among us and willing to share their stories in the hope that their courage may inspire young people today. Many of my students were transformed by this experience and as a result chose to become community leaders, history majors and active citizens. As for the teachers who participate, we feel reinvigorated to teach the next generation about the beautiful and courageous struggle towards justice.

It is difficult to express in a few paragraphs the immense impact *Sojourn to the Past* has had on my students and me. I urge you to spend time reviewing literature about the program. It is without a doubt one of the most academically and personally influential experiences of my life.

Sincerely,



Andrea McEvoy Spero

Doctoral Candidate, University of San Francisco  
Curriculum Consultant, Martin Luther King Research and Education Institute at Stanford University

**SOUTH  
SAN  
FRANCISCO  
HIGH  
SCHOOL**

Principal  
Michael Coyne

Assistant Principals  
Victoria Dye  
Cheryl Lana  
Laura Nichols

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January 25, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier,

It is my understanding that Sojourn to the Past has been invited to apply for an appropriation so that it may continue to provide an incredible educational opportunity for students from within your district. As such, this letter of support will include highlights of the trip itself, what Sojourn has meant to the South San Francisco High School (SSFHS) school community, as well as to me personally.

For the past ten years, SSFHS has participated in the Sojourn to the Past program and brought over 200 students on this incredible and inspiring educational journey. On these ten trips, Sojourn has allowed our students to literally walk in the footsteps of the Civil Rights movement and meet the people who put their lives on the line so that everyone would have the right to vote, go to the school of their choice, and live in a world free of prejudice and hate. Highlights include:

- The Teacher: Jeff Steinberg is prepared, motivated, and passionate about the lessons of tolerance, compassion, hope, non-violence, courage, selflessness, and forgiveness. He truly brings history alive for the students and had them feeling as if they were in the moment through his incredible teaching techniques. The infectious passion Mr. Steinberg has for the material engages and makes the students more interested and invested in their own learning. His varied teaching styles utilized within single lessons help to elicit creative and critical thinking. The safe learning environment enables students to express their opinions, observations, and analysis's freely. Mr. Steinberg is a teacher who is supporting our students' futures through this sojourn to the past.
- The Speakers: A virtual who's who of the Civil Rights movement. Speakers include: Minnijean Brown Trickey, Congressman John Lewis, Clark Olsen, Rev. Shuttlesworth, Joanne Bland, Jimmy Webb, Simeon Wright, the McNair family, the Dahmer family, Jerry Mitchell, Elizabeth Eckford, and the Rev. Billy Kyles.



- Sites visited: Stone Mountain (Atlanta, GA), Dr. King's gravesite (Atlanta, GA), the King Center (Atlanta, GA), Southern Poverty Law Center Civil Rights Museum (Montgomery, AL), Alabama State Capital Building (Montgomery, AL), Civil Rights Memorial (Montgomery, AL), Brown Chapel (Selma, Alabama), Edmund Pettis Bridge: site of Bloody Sunday (Selma, AL), the 16<sup>th</sup> Street Baptist Church (Birmingham, AL), Kelly Ingram Park (Birmingham, AL), National Civil Rights Museum (Birmingham, AL), Medgar Evers' house (Jackson, MS), Dahmer home and gravesite of Vernon Dahmer (Hattiesburg, MS), gravesite of James Cheney (Meridian, MS), Central High School (Little Rock, AR), the Lorraine Motel and National Civil Rights Museum (Memphis, TN).
- Organization: This trip is incredibly well organized. We never wait for anything: hotel rooms, meals, museums, speakers, materials, etc. This includes but was not limited to:
  - Plane reservations for 105 people from SF to Atlanta and then from Memphis to SF.
  - Arrangements for first class buses and incredible and committed drivers for ten days.
  - Three meals a day for 105 people for 10 days.
  - Hotel arrangements and nighttime security for nine nights.
  - Entrance into all museums.
  - Hiring of teachers and staff.
  - Registering 95 students for college credits.
  - Classes, sometimes up to three a day, and several on buses.
  - Music to complement the lesson at almost every stop.

This incredible educational and often times personally profound journey has continued to provide rewards for my students, for our school community, as well as for myself personally and professionally.

In addition to a comprehensive immersion into the Civil Rights Movement of the 1950's and 1960's, our students on Sojourn are exposed to potentially life changing experiences. I have witnessed non-engaged students from my school learn and appreciate the value of education on the trip and apply those lessons upon their return to school. On many occasions, I have proudly heard the sentiment that "I worked harder in these ten days than I have in four years of high school." And perhaps most gratifying, I have witnessed students struggling with personal issues, those seeking personal validation, have their own issues framed into a recognizable and workable perspective.

My school community has been the beneficiary of the important lessons and empowering themes from the Sojourn trip too. Returning Sojourners become ambassadors for peace, tolerance, and promotion for better use of language. There has been an increase in awareness in the importance of education, voting, and activism. As a result, our school is a safer place for all of our students.

The past ten years of our school's involvement with Sojourn has also brought many personal rewards. I have become friends with several "ordinary people who did extraordinary things" for our country. I have had my own American History/Government knowledge based expanded. I have been able to work with an incredible and inspiring group of colleagues and had my reputation enhanced as the Civil Rights teacher on campus. The most enduring and appreciated reward however is receiving amazing letters from my students who have graduated and moved on with their lives who tell me that this trip was a turning point in their lives.

For all of the aforementioned reasons, I enthusiastically submit this letter of support for an appropriation to Sojourn to the Past. The American Civil Rights Movement was a movement of people in the finest traditions of democracy. With your help, many more students from your district will have the opportunity to be educated, enlightened, inspired, and empowered on these lessons.

Sincerely,



Ashley Gray  
Social Studies Teacher/Department Chair  
South San Francisco High School



**Mills High School**  
A California Distinguished School 2009

400 Murchison Drive  
Millbrae, CA 94030

Phone Number: (650) 558 - 2599  
Fax Number: (650) 558 - 2552

Principal: Paul Belzer  
Assistant Principal: Irma Muñoz  
Assistant Principal: Linda Kitano

400 Murchison Drive  
Millbrae, Ca. 94030

February 5, 2010

Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington D.C. 20515

Dear Congresswoman Speier,

My name is Catlin Conlin and I am a high school History and AVID teacher at Mills High School in Millbrae, Ca. I have also taught in South San Francisco. Both of these school districts send students on the Sojourn to the Past trip. I am very fortunate in that I have been able to take students on this incredible Civil Rights journey for the last five years. In those five years I have witnessed the transformative nature that the Sojourn to the Past experience has on students and I can personally attest to its strength as, not only a challenging academic experience, but a deeply reflective and personal journey as well. Learning about our nation's brutal past and studying and meeting veterans from the Civil Rights Movement is what Sojourn to the Past is all about. However, what separates this educational program from others is that it does not stop there. The students and adults who participate in Sojourn to the Past return encouraged and empowered to change their schools, communities, and the world around them to reflect the values of the Civil Rights Movement, namely non-violence, compassion, trust, and love. I am writing you to strongly encourage your district to appropriate any available monies to Sojourn to the Past.

On any high school campus, on any given day students and adults alike are assaulted by racist, homophobic, and sexist language. Unfortunately this problem is not limited to high school, but rather it is a reflection of the larger society in which we all live. At the end of the 10 day Sojourn to the Past trip, students from all participating high schools are put into groups and challenged to create an Action Plan for their high school. They identify an issue that is specific to their campus and community and develop a comprehensive plan to change the behavior that they have learned is damaging and unproductive. Because they themselves have been changed by their very participation in the Sojourn trip, the Action Plans always include educating the student's friends, families, and their communities. The pervasive usage of the language of hate is a problem that I have heard students identify time and time again. The Action Plan that we developed at Mills High School last year targeted this issue.

The students that went on the Sojourn to the Past trip last year held a school-wide assembly that was attended by all Mills High School students. The assembly focused on hate-language and how it not only damages the people that are on the receiving end of racist, sexist, and homophobic language but it also damages those that are using it. The students attending the assembly were educated on the history of hate-language and how it can be used as a powerful tool to keep our society mired in bigotry. The students were then challenged to stop using the language of hate and given some incredible linguistic alternatives. At the end of the assembly most of the student body had signed petitions to end hate language on our campus and had personally committed themselves to "using another word." This all came out of 20 students going on the Sojourn to the Past trip. The creation of the Action Plan and its fulfillment was done at every step by students. This is one example of many that illustrates the transformative nature of the Sojourn to the Past Civil Rights journey on individual students and the ripple effect that it has on high school campuses and the surrounding communities.

I cannot emphasize enough how truly wonderful the Sojourn experience is and what an impact it has had on our campus. Once again, any monies that are appropriated to Sojourn to the Past will help more students in going on the trip, which in turn will help in the creation of individuals, high schools, and communities that are more tolerant, just, and compassionate. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Catlin Conlin', written in a cursive style.

Catlin Conlin  
Educator  
Mills High School

# El Camino High School

---

Principal  
Adele Berg

Assistant Principals  
Christy Haistead  
Al Mack  
Sara Wetteland

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Honorable Jackie Speier,

For the last five years I have had the honor of working with the Sojourn to the Past education project as a teacher who accompanies my students on the trip. Each year I spend countless hours preparing students for the journey, and each spring my students and I travel for ten days throughout the Deep South with approximately 100 young people as we learn about and reenact important moments of the Civil Rights Movement. The trip is extremely challenging academically, physically, and emotionally, and students receive college credit for the work they complete on the trip. Sojourn to the Past is a transformative experience for both my students and myself, and the lessons taught on the trip carry over to guide our every day lives. The trip stresses the principles of non-violence, courage, and creates activists who fight against hate and for social justice in every thing that they do. We meet many activists on the trip such as Minnijean Brown

Trickey, John Lewis, Clark Olsen, Joanne Bland, and Elizabeth Eckford who impart wisdom and act as role models for students and adults alike. For example, Minnijean Brown Trickey facilitates an anti-racism workshop on the journey where she challenges young people to recognize and combat institutionalized racism. During her workshop, as well as throughout the ten day trip, Minnijean consistently models how to build a community of learners and activists, the importance of inclusion, and the power of diversity. Minnijean is warm, honest, and very accessible to young people, and she uses her story as one of the Little Rock Nine in order to discuss equity and to model how we all embody the courage necessary to change the world. Minnijean inspires young people in the same way that Ella J. Baker did during her life. She empowers young people, challenges them to think critically about the world and their role in it, and then she guides them to make change on their own. Each speaker students meet on the trip enlightens, educates, and inspires students to stand up for social justice.

The students that have accompanied me on the trip have all brought the lessons they learned back to our community. One student wrote me that "the trip did more for me than educate me on the Civil Rights Movement. I learned about myself. The environment, the love, the non-violent soldiers helped me on my path to self-discovery. The tears, the guest speakers, and the southern hospitality all aided my soul search." Another student said "For me Sojourn helped me find what kind of person I really am. Before I went on the Sojourn to the Past trip I never realized that by not forgiving someone it was only hurting me more. It gave them power over me. I went through hell and back before I went on the trip and it was so hard for me to let go of things that were not in my control. On the trip I realized I was a real leader, but I was still in a situation

where I could not free myself from all the hurt I was feeling. I knew what I had to do and it was not an overnight thing. Sojourn made me realize the power of forgiveness. I now speak out to people that have or are going through what I went through and I let them know the power is in our hands when we truly learn how to forgive." A student who stands out as a testament to the power of the trip is Melissa. I watched Melissa transform from a disengaged, unmotivated young woman who surrounded herself with negative influences into an outspoken, self-assured leader with a mission after she returned from Sojourn to the Past. As a freshman and sophomore Melissa struggled to pass her classes, flirted with gang involvement, and overall she engaged in negative behaviors. After taking the Sojourn to the Past trip in her Junior year she improved academically, and she ended her senior year as an A student involved in every aspect of leadership on our campus; she is a survivor, a peer leader, and a true role model for anyone who crosses her path. Last year Melissa competed in a prestigious poetry slam in San Francisco speaking in front of over 1,200 people on such topics as empowerment of women and pride in her Samoan heritage. I have seen transformations like these in many students after returning from the ten day trip which is proof to me that the vision of Sojourn to the Past is valuable and that it literally changes lives.

I have witnessed first hand how the trip empowers young people to stand up for what is right, to not be silent witnesses in the face of injustice, and to find and use their voices on behalf of social justice. The trip inspires students to return and transform their communities into more just places. After returning, El Camino Sojourn to the Past students have started a program called Use Another Word in order to change the culture of our school so there is positive peer pressure to deter the use of homophobic, racist, and

other hurtful language. Last year students that I accompanied decided that they wanted to present to our faculty. They created an amazing and informative powerpoint presentation in order to educate their teachers on the harm institutionalized racism causes, and to help the faculty understand how racism, sexism, and homophobia were being perpetuated within their own classrooms and how uncomfortable students were feeling. The Sojourn students opened a mature dialogue with their teachers, and helped further equity at our school. Over the last four years the Sojourn to the Past students have developed a reputation on our campus as social justice activists, and they have changed the culture of our school in a very positive manner.

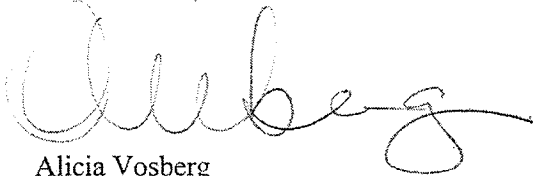
As well as positively directing the lives of young people towards peace and non-violence, the Sojourn to the Past trip changed my life as well. Sojourn to the Past has become an important part of my life, and an extension of my teaching. After taking my first set of students in the Spring of 2004, I returned to my school as an entirely different teacher. Personally, Sojourn to the Past made me consciously realize the responsibility I have as an educator. The activists we meet on the trip helped me to understand the power I possess as a teacher, and the importance of using that power wisely in order to empower the diverse young people I teach to promote equity. The trip inspired me to be more than a history teacher; now I strive to be a teacher for social justice.

I am passionate about taking students on this trip because it reinforces everything that I do in the classroom. It provides academic rigor, it brings history alive, and it focuses on empathy and community building. During the ten day journey I witness students literally transform before my eyes into leaders and activists who come back and apply the trip lessons of hope, compassion, courage, and non-violence within our school community.



The trip has amazing benefits for students, although the cost of the trip can be a barrier for many students who come from working class backgrounds or who live in poverty or are in foster care. I respectfully ask you to consider the Sojourn to the Past Project for an appropriation as it would allow many more deserving young people walk in the footsteps of civil rights activists before them, teaching them that they possess the courage to make our world a better place.

Respectfully,

A handwritten signature in cursive script, appearing to read 'Alicia Vosberg', written in black ink.

Alicia Vosberg  
El Camino High School  
Social Studies Teacher/ Sojourn to the Past Advisor

# Woodside High School

199 CHURCHILL AVENUE  
WOODSIDE, CA 94062-2306

(650) 367-9750

*David Reilly, Principal*

## BOARD OF TRUSTEES

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Superintendent

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

January 26, 2010

Dear Congresswoman Speier:

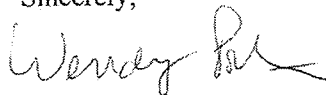
It is with pleasure that I write this letter on behalf of Sojourn to the Past. I have been working with Jeff Steinberg and various members of the organization for several years now and I am a very enthusiastic supporter of the program.

As history department chair at Woodside High School, I facilitated our school's participation in the Sojourn experience. One of our department's goals is to support social studies related extracurricular activities. Sojourn to the Past is mentioned specifically in our goals. Most of our department members have been on the trip. We have annual presentations to all of our juniors and seniors. The presentations are as educational as they are moving, so the benefit of the program is not limited to those who choose to go on the trip.

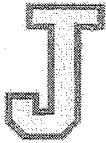
Every student and staff member who has been on the trip has come back changed in some way. Teachers have enriched their curriculum and students have deepened their learning. When I speak about issues of inequality and poverty to my senior economics students, former Sojourners contribute valuable lessons from their personal experience. When students turn 18, I give them a voter registration form. The Sojourn students not only register without hesitation, they explain to their peers why it is important to vote.

Given the difficult economic times and our large Title I population, we have fewer students making the trip this year. Sojourn has always been generous about helping students who don't have the means. Allowing all students, regardless of economic status, to participate in this amazing experience has always been a core principle of Sojourn to the Past. I wholeheartedly support their application for the funds. Sojourn is a learning experience that one never forgets.

Sincerely,



Wendy Porter  
Social Studies Teacher



## Jefferson High School

6996 Mission Street  
Daly City, California 94014  
(650) 550-7700  
FAX: (650) 550-7790

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Honorable Jackie Speier,

For the past five years, I have taken students on an educational journey to the Deep South of the United States. The program is called Sojourn to the Past. I will continue taking students on this trip as long as the program exists because of the personal, educational and social benefits for the students and myself. As a teacher, the program offers me curriculum and pedagogy that I use daily in my classroom. Besides the instructional benefits, the Sojourn program challenges me to think about my biases and prejudices and how they appear in my teaching. Likewise, students receive intensive training that challenges them to think about how their behavior impacts themselves, their family and their community. Students use the lenses of non-violence, tolerance and civil disobedience to understand how individuals and groups impacted a nation and connect the Civil Rights Movement to their own lives. For the benefit of education, this program must be supported by our elected officials.

The first time I participated in Sojourn to the Past, I immediately understood the significance of the program. I had an extremely emotional experience that I had to process for months. While the content and speakers cover a historical time period, they bring to light many of the issues we still face today. The issues covered how I plan my curriculum and approach my students. Each year I attend Sojourn to the Past, I am reminded of the importance of focusing my curriculum and my approach towards students in a way that is sensitive and honors the population at my school.

Similar to my experience, I have had the pleasure of watching my students uncover the legacy of discrimination in this country and learning how ordinary people used extraordinary measures to work towards equality and justice. As the trip progressed, students' ability to see themselves as one of those ordinary people grew stronger. By the end of the trip, students easily articulated their strengths and what they could do for themselves and their communities. One group of students returned from the trip and created a tolerance training program for freshman at Jefferson while another group organized and led a lesson in all 11<sup>th</sup> grade United States history classes on the integration of Central High School and brought Minnijean Brown to speak.

The importance and impact of Sojourn to the Past is measurable. The organization and delivery of my curriculum has changed dramatically as a result of my participation in Sojourn to the Past. Student's knowledge of the Civil Rights Movement and the importance of civic participation have increased dramatically at Jefferson High School since the program started. Please consider supporting this unique and irreplaceable program.

Sincerely,

Sandy Nicholson  
Jefferson High School, Social Science Teacher



## Jefferson High School

6996 Mission Street  
Daly City, California 94014  
(650) 550-7700  
FAX: (650) 550-7790

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

January 27, 2010

Dear Honorable Jackie Speier,

I believe Sojourn is the most worthwhile experience that we can offer our students. This is my third year teaching at Jefferson High School in Daly City and the second year that I will go on Sojourn. During my first year teaching one of my students went on the trip and came back changed and empowered. Not only did Gabriela take on a leadership role in our yearbook class, she confronted and educated her peers who used hate language in their daily lives, most of whom had never been taught the historical context and power of such language. During my second year teaching I advised the Sojourn students as they fundraised, accompanied them on the trip, and guided them in their activism upon their return.

Fundraising is the biggest obstacle faced by our students who go on Sojourn. Many of our students' families lack the resources to pay for much of the trip. Although all of our students write numerous fundraising letters, the people in their extended social networks are in similar financial situations. Even though fundraising is a challenge, it is also rewarding. Students who do extensive fundraising not only learn valuable skills but also bring an unmatched level of commitment and investment to the trip. Providing appropriations funding to Sojourn would help fill the fundraising gaps for students who have exhausted the resources of their extended networks.

Students describe the trip as grueling (the academic standards are high), emotional (the history and guest speakers are intense), and fun (the bonds they form with students from around the country are beyond measure). I completely agree with them.

When Sojourn students return from the trip, they are informed and ready to act. One of my most memorable teaching moments came at the end of last year when one of the Little Rock Nine, Minnijean Brown, came to Jefferson to speak to our junior class. Before her talk, the Sojourn students went into each of the U.S. History classes and taught their peers about Minnijean, the Little Rock Nine, and the Civil Rights Movement. Our junior class could not have been better prepared to meet Minnijean—they greeted her with a standing ovation, listened attentively to her story, and asked thoughtful questions about her life. What I remember most about this is the conversation that I had afterwards with Kenny, a Sojourn senior, who enjoyed the trip and the teaching experience so much that he now wants to be a history teacher.

Thanks to students like Gabby and Kenny, the power of the Civil Rights Movement lives on. Please help Sojourn continue to bring students like them on this incredible journey.

Sincerely,

  
Stacey Farrell, Social Science Teacher



**East Palo Alto Academy High School**  
Stanford New Schools

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier,

My name is Shannon Sieckert and I am a Humanities teacher at East Palo Alto Academy High School in Menlo Park. I have been teaching for six years and in that time I have had numerous opportunities to travel with various student organizations worldwide. In all of my travels and years in the classroom I have never had an opportunity like the one provided by the Sojourn to the Past program. Sojourn to the Past is a comprehensive educational experience that takes both students and teachers on a journey through the nonviolent Civil Rights Movement in this country. Over ten days students travel to five Southern states—Georgia, Alabama, Mississippi, Arkansas and Tennessee—retracing landmark events, meeting activists involved in those events such as Congressman John Lewis of Georgia, and completing college-level research and reflection about the impact the movement has had on their own lives and freedoms.

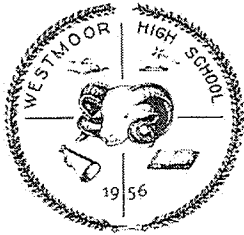
My students were transformed by this experience! All exhibited emotions they feared showing at school, they changed their language and behavior by embracing the pillars of nonviolence, and came home with a genuine desire to constructively impact the future of our community. I too was engrossed and took 40 pages of notes for my own edification. Above all else, I was energized to rewrite key aspects of the 10<sup>th</sup> and 11<sup>th</sup> grade history curriculum and I continue to develop professionally for the benefit of my students. I am extremely grateful for the opportunity to participate in such a program, but I am concerned about my school's ability to continue to send students and teachers. While the experience was priceless, and our culture benefited from the positivity the program inspired, the price tag is out of reach for most of our population. East Palo Alto is an impoverished community, and our students are charged with raising most of their \$2,600.00 tuition on their own. These are not students with well-heeled and generous aunts and uncles, and few of their neighbors can afford the usual magazine subscriptions, race sponsorships, and other middle-class fundraisers. We rely heavily on the Sojourn program to provide low-income scholarships to cover the remaining costs. In recent years this endeavor has become more challenging, as we have experienced high unemployment, forcing families to make difficult choices to provide for their students, and the program is struggling to provide the same level of support. In 2007 we were able to send 30 students and 3 teachers, but this year the number has dwindled to just 7 students and 2 teachers.

Over 15 Bay Area high schools participate annually, and the students who travel have the potential to become the nonviolent leaders we need. As a member of Congress I hope that you recognize the value of such experiential learning opportunities, and will lend support to Sojourn to the Past in any way possible. Thank you for your time and consideration.

Sincerely,

Shannon N. Sieckert  
Lead Teacher-Humanities 10 Teacher  
East Palo Alto Academy High School

**475 Pope Street • Menlo Park, CA 94025**  
**Phone (650) 329-2811 • Fax (650) 321-6628**



## WESTMOOR HIGH SCHOOL

131 Westmoor Ave.  
Daly City, Ca., 94015  
(650) 550-7400 • FAX (650) 550-7490

Allan Reyes, Principal  
Janette Contreras, VPA  
Martha Meade, VPG

To The Honorable Representative Jackie Speier,

I am writing to ask you to support Sojourn to the Past, a civil rights educational trip that has a profound effect on students and teachers. Because of Sojourn, the depth of my intellectual and emotional involvement with history allows me to go places teaching I could never have imagined without journeying to the Deep South and experiencing the history of civil rights movement first hand. Students gain a depth of knowledge and experience from Sojourn that they could never have in a normal school setting – they will carry this with them the rest of their lives.

On Sojourn we travel to such hallowed places as the Lorraine Motel in Memphis, the Civil Rights Memorial in Montgomery, Central High School in Little Rock, the Edmund Pettus Bridge in Selma, and Dr. King's gravesite in Atlanta. Students and teachers are prepped for all of these places by vigorous study, through reading and a series of lectures, completing assignments, and then meeting the actual people who changed the history of this country: Rep. John Lewis, Minnijean Brown of the Little Rock Nine, Rev. Fred Shuttlesworth the hero of Birmingham, and Rev. Billy Kyles of Memphis, who was with Dr. King when he was killed. The lessons of Sojourn are not only of history, but how non-violence can transform the individual to seek compassion and understanding, and thus seek a more positive, inclusive society.

I have seen many students who have been profoundly affected intellectually and emotionally by Sojourn: the young woman who was homeless as a high school student, and is now a college graduate and has been elected to a school board; a gang member who had a cathartic experience on the trip, and renounced his lifestyle; and countless others who have moved on to become college students, social workers, teachers, lawyers, or just good people, who are involved in their communities.

I cannot say enough about what Sojourn has given me as an educator and individual. To be able to actually teach on the steps of the capitol in Montgomery, while scores of students sit at that historic spot and then carry those lessons with them is something we should have more students experience. I have been a teacher here at Westmoor High School for seventeen years, while having been involved with Sojourn for ten of those years, and hope that you will consider our request, to keep this extraordinary educational experience open to students and teachers, so that we will, as John Lewis said, "let the spirit of history be our guide."

Sincerely,

Robert Hallett



SAINT JOSEPH NOTRE DAME HIGH SCHOOL

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington D.C. 20515

Dear Congresswoman Speier:

My name is Meg Honey, and I am a United States History teacher at Saint Joseph Notre Dame High School in Alameda, California. My top priority as an educator is to develop citizen leaders who are able to celebrate our nation's accomplishments and learn from past injustices. My teaching practice and the materials presented to my students help to develop them as critical thinkers, writers, and communicators, and I believe that the most valuable element in this pursuit is my students' ten day experience with a special organization: Sojourn to the Past.

I first became acquainted with Sojourn to the Past when I was completing my graduate work in 20<sup>th</sup> Century United States History. The educational, non-profit organization takes high school students from all over the country on a powerful journey. On the ten-day trip, students meet and travel with Minnijean Brown Trickey. Minnijean was one of the first African American students to integrate Little Rock, Arkansas' Central High School in 1957. They also meet Congressman John D. Lewis. Mr. Lewis was a Freedom Rider and the Chairman of the Student Non-Violent Coordinating Committee (SNCC). He led the infamous Bloody Sunday march for voting rights in Selma, Alabama, on March 7, 1965 and continues to work for human rights as he enters his twenty-third year in Congress. Other speakers include: Elizabeth Eckford (Little Rock Nine); Chris McNair and family (the father of Denise McNair, one of the four little girls killed in the 1963 Birmingham church bombing); Reverend Fred Shuttlesworth (led the struggle to desegregate Birmingham, Alabama); Reverend Billy Kyles (an advisor to Dr. King) and many other heroes of the Civil Rights Movement.

Among the sites students visit include: Ebenezer Baptist Church, Little Rock Central High School, the Civil Rights Memorial, the Tolerance Museum, the National Voting Rights Museum, and the Lorraine Motel where Dr. King was assassinated. In addition to the enlightening experiences students have on this trip, they also attend classes and complete assigned readings about the Freedom Movement. They learn how organizations like the NAACP and SNCC used non-violence to achieve their goals of equality and freedom. Students also discuss individuals who opposed these groups and closely examine the lives of "ordinary people who accomplished extraordinary things" in the struggle for civil rights.

My experience with Sojourn to the Past has completely transformed my teaching. Jeff Steinberg, the organization's founder and lead educator, is truly remarkable. His passion for the Civil Rights Movement and critically assessing contemporary issues of race and equality is evident in every lesson, historical site visit, and guest speaker introduction. The high expectations he sets for students inspires them to succeed, as well as provides them with confidence to continue approaching their academic pursuits with inquisitiveness and enthusiasm. It is extraordinary to witness students of ALL academic, cultural, and socio-economic backgrounds actively participate and thrive under Mr. Steinberg's guidance and support.

Dr. Martin Luther King Jr. said, "The function of education is to teach one to think intensively and to think critically... Intelligence plus character-that is the goal of true education." I hope that you award Sojourn to the Past with the appropriation and, in doing so, give students and educators the tools necessary to think intensively and critically and to take the lessons of the past and utilize them to make positive social changes in our world.

Respectfully,



Meg Honey  
Social Studies Department Chair  
AP U.S. History/U.S. History Teacher  
Saint Joseph Notre Dame High School  
Alameda, Ca.





# Terra Nova High School

1450 Terra Nova Boulevard · Pacifica, California 94044-3699  
Telephone (650) 550-7600 · Fax (650) 550-7690 · <http://tnhs.juhsd.net>

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman,

February 3, 2010

As a history teacher at Terra Nova High School in Pacifica I have been involved with Sojourn to the Past for the last nine years. I have seen this program change the lives of hundreds of students. Students who participate in this amazing civil rights journey learn about the power on nonviolence, the necessity of tolerance, and the importance of being involved in our democratic process. This is a unique opportunity to meet the people who changed America through their courage and dedication to human rights and freedom for all people.

When I asked students to write about the most significant learning experience of their lives, many wrote about Sojourn to the Past and how it made them want to become more involved in their communities and with organizations that promote peace and democracy. Many students have volunteered to help with local election and to register young people to vote at their schools. I wish every young person in America could experience this transformative trip. Sojourn to the Past is dedicated to assisting low-income students, so it is essential to provide continued funding to ensure that students are not denied this opportunity. Please support Sojourn to the Past.

Respectfully,

A handwritten signature in black ink, appearing to read "Diane Fornasier".

Diane Fornasier  
Terra Nova High School

Thomas H. Minshew  
Principal

Dorene Lotti  
VP Administration

Brenda Morgan-Davis  
VP Guidance

January 23, 2010

The Honorable Jackie Speier  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Honorable Jackie Speier,

It is with great pleasure that I write this support letter for Sojourn to the Past's appropriation request. I participated in the January 2009 journey and I am extremely delighted to describe how Sojourn to the Past challenged me, an ordinary person, to do extraordinary things.

Sojourn to the Past experiences accorded me with the opportunity to reflect on who I am and how I teach my courses. Before the trip I relied on my old scripts and comfort zone. I felt that I did my part; I taught race and ethnic groups and women in society. I made sure that I incorporated diverse and global viewpoints in all my classes. Yet the passion seemed to be wanting. My teaching style and love for the subject matter have changed because of the teaching style and pedagogy of the program. I no longer stay in the classroom while teaching my courses. Lessons do come alive when connecting students to the places and people. Students do learn to respect the material, people, places, and events of the Civil Rights Movement.

I also reflected on who I serve and why I serve certain groups. Over the past ten or so years I proclaimed that I understand the relationship between theory and practice. I applied what I teach and research and I "act" and "do" sociology just as I encourage and require my students to do so. Hand in hand with students and on my own, "marginalized" women, children, and refugees in the community were served. By day five of the trip, I understood that these acts are good in and of themselves but they really have no lasting and true value and meaning. I say this because the sociology department is an applied department; service on and off campus is smiled upon so it is easy to go along with accepted practices—helping and encouraging "the victims" in society. On the trip, I began to think about how I can take a stand and make a difference in areas that are not tapped. I began to question why I am only targeting "likeable" and "deserving" groups. On the last day of the program, I vowed to go to the next level. I reached out to the segregated communities in Western New York when I helped organize and plan the program, *Wives of Muhammad*, to address the horrific beheading of a Western New Yorker. As an ordinary person, I understand that I can withstand whatever befalls me on the battle field.

Further, Sojourn to the Past provided me with the opportunity to close a painful past. I grew up in Texas in the 1980s and 1990s. My radical mom had the chutzpah to go against the grain. She determined in her heart to change the course of her children's lives. She took a chance and enrolled my sisters and me in an all white school. Her decision led me to experience what I now call terrorism. As the only person of color in my particular classroom and one of four out of the

whole school, I've experienced taunts, cold shoulders, and silent lunches and recesses. For eight years, I was ignored and felt that I had no place or value other than to be picked on. High school was no better. The student population was predominantly African American. Taunts continued and many growing pains continued. Through those years, I realized that hate is not the answer. In a way, I was blessed, at the time; I realized that the color of one's skin is only that for it was both blacks and whites who berated and belittled me. During my high school years and beyond I was able to adjust and grow and develop the passion to help others. I resolved in my spirit to love rather than hate.

Going through the lessons, I was reminded of the above mentioned. Conversations of forgiveness, love, and nonviolence healed my soul. I do still get teary eyed but the pain is no longer intense. The healing came about when I saw the student participants and chaperones learning, eating, crying, laughing, singing, dancing, and talking with each other. It was such a joy to see that the connections were not forced or contrived. The bonds made in ten short days are long lasting. Bonding with diverse folks is a great teaching lesson.

Sojourn to the Past is worthwhile from an academic stand point. The format and content of Sojourn to the Past is reminiscent of C. Wright Mills' *The Sociological Imagination* (1959). I stress the sociological imagination in sociology 351 (one of the required courses for the Buffalo State College participants). The sociological imagination allows us to examine history, social structure (the system, institutions), and biography. The biography allows us to draw connections with each other, allows us to empathize and understand another perspective, allows us to see how we benefit from our social location, and allows us to find communalities when differences exist. The Buffalo State College students and I received reinforcement of this orientation. The trip reminded me that injustices are not fault of individual persons but the fault of a system that is so ingrained with ignorance. We all agreed that education is important in addressing injustices.

Buffalo State College sojourners followed through on their commitment to share the knowledge gained. Some tangible activities include the following:

- Students informed student groups and United Student Government about nonviolence and the consequences of being silent witnesses during the spring 2009
- Sametra Toe presented *Women: The Unsung Heroes of the Civil Rights Movement* May 2009 at the Undergraduate Research and Creativity Day, Buffalo State College
- Professor Marren and I organized a student panel and mentored three Sojourn to the Past 2009 students: New York State Sociological Association October 2009
  - April Johnson: *Music, People, and Social Change*
  - Sametra Toe: *Women of the Civil Rights Movement*
  - Nese Yazicilar: *Diversity: Caucasian Americans in the Civil Rights Movement Then and Now*
- Devone Moore: Created the organization, Promoting Peace across America. The goal is for members to find creative peaceful means to make a difference in society.

I had the opportunity to collect journal entries and writing samples from Buffalo State College sojourners as part of the course requirement for sociology 351. The responses were presented at the 10<sup>th</sup> Annual Faculty/Staff Research and Creativity Fall Forum (October 2009) and at the 57<sup>th</sup> New York State Sociological Association (October 2009). It is necessary that I share the perceptions of the participants as common themes emerged. When describing how Sojourn changed their lives, students reported that they:

- Will no longer stay silent
  - Will speak up and stand up for others
  - Will take a chance and sacrifice own comfort
- Will recognize self-worth in others
- Will recognize that power is knowledge
  - Will inform/teach others
  - Will not remain ignorant
- Will persevere and be persistent in seeking change

When asked how they will make a difference in society, sojourners stated that they can

- Obtain a college degree
  - Confront injustices as a social worker
  - Confront community blight as an attorney
- Find a voice for voiceless
  - Create an organization: Promoting Peace across America
  - Share new knowledge on- and off-campus
- Start with self
  - Use challenges as positive force
  - Lose self: do not claim victim status, be humble
  - Do the right thing
  - Vote

Finally, the importance of individual responsibility was evident in all of the writings. Students recognized the following

- Power of forgiveness
- Harmful effects of being a silent witness
- History needs to be experienced
- Non-violence can be universal
- Ordinary people can do extraordinary things

Student reactions of Sojourn to the Past were positive. One way of assessing whether participants of a program learn and apply content is to listen in on private and side conversations. When the conversations and debate about the subject matter continue beyond the ears of the teachers, true learning occurs. I am happy to share that the learning continued outside of the

structured lessons. These students and I learned not only the facts about history and people but also facts about each other. We all in our own way had our “aha” moments.

The wonderful, knowledgeable and passionate director and staff of Sojourn to the Past need to be commended for all the hard work and dedication to ensure a smooth, incredible learning experience. Sojourn set the standard for how teaching and learning should be run in the high school and college classroom. The program is excellent. The information was presented with zeal. It is clear that the director and staff love what they do. Their passion spread to me and others which enticed us to learn the material. I was engaged throughout the trip. It is so easy to invest oneself in the process despite all of the emotions. Yes, the process works. The process is worth all of the tears, clapping, singing, and early curfews.

I pray that Buffalo State College is able to work with Sojourn in 2011. Approximately ten first- and second- year students expressed an interest in the participating in the trip next year. I would hope that a permanent relationship can be established and maintained over the years. Sojourn makes history, the present and future come alive. There is hope for the future because so many wonderful students participate in the program. I enjoyed seeing the diverse mix of students interacting with one another. It warms my heart to know that Sojourn makes a difference in the lives of others.

Again, it is vital that the Sojourn receives the appropriation, despite the grim economy, so that others can partake in this amazing experience.

Please do not hesitate to call me at 716.878.3542 or email me at [hodgeaa@buffalostate.edu](mailto:hodgeaa@buffalostate.edu) if you have any questions or concerns.

Sincerely,

Amitra A. Wall, Ph.D.  
Associate Professor, Sociology Department

The Honorable Jackie Speier  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Joe Marren  
213 Bishop Hall  
Buffalo State College  
1300 Elmwood Ave.  
Buffalo, N.Y. 14222  
Jan. 24, 2010

Rep. Speier,

I am writing to express my support for Sojourn to the Past's appropriation request.

In these tough economic times I realize such a request is not made lightly, but I believe the mission of Sojourn is vital to the future of our country. That may sound like hyperbole, so please let me briefly explain:

When I first met the Sojourn high school students and their teachers from the Bay area in Atlanta in January 2009, I was impressed with their eagerness to learn and their willingness to try experiential learning from people who lived the times. They met, talked to, laughed with and cried with people from the Civil Rights Era who talked the talk and walked the walk. Such an experience had a positive effect on their view of the world and their response to racism and misogyny. Those students mixed with my eight college students from Buffalo and New York City and came away with a new zeal to no longer be silent witnesses to outrages. I was there, I saw it and I lived it with them. In many ways, it reminded me of what the late Sen. Edward Kennedy said about his brother, Bobby, at his 1968 funeral: "...saw wrong and tried to right it, saw war and tried to stop it." That is the message of Sojourn and that is what happened to us. We came away wanting to make a difference, and that is why programs like Sojourn are so necessary and worthy of the financial boost.

When we teachers introduced ourselves to the assembled Sojourn group during our first meal together that January evening in Atlanta, one or two mentioned how a prior Sojourn trip had changed their lives. Now I thought THAT was hyperbole. But just 10 short, enriching days later I knew what they meant. So did the students who went on the trip. My own epiphany on the road to Damascus came one evening in Birmingham, Alabama. We met the parents of one of the four girls killed in a church bombing. Because my daughter is 11 and has brown skin I put myself in the parents' shoes and was filled with bitterness. But then I listened to the parents they didn't talk about bitterness or despair, as I think I probably would have, but they talked about the healing power of redemptive suffering. They talked about love and forgiveness and still held out hope for

the future of us all. That is one of the principles of non-violence expressed by Dr. King, and it is one of a myriad of lessons learned on Sojourn, which is why I think any extra funding is so vital.

Those lessons were learned by each of us in our own ways. My students gave presentations upon our return, started a non-violence club and did other outreach activities. I could go on with more stories from more students but it would only make an already long letter even longer and less effective.

So let me close by saying that every one of those high school and college students – from the Bay area to Gotham – is like a ripple in a pond. They can't help but come away with a new commitment to justice. Therefore, any funding is an investment in the future and it is why I so strongly support Sojourn's efforts to seek the appropriation.

Thank you for your patience. If you would like to contact me to talk about this, my address is above. My phone is 716-878-3794.

Joe

Joe Marren  
associate professor  
communication department  
Buffalo State College  
[marrenjj@buffalostate.edu](mailto:marrenjj@buffalostate.edu)  
[www.joemarren.com](http://www.joemarren.com)



Lucile Packard  
FOUNDATION for Children's Health

February 8, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Honorable Speier:

I am writing in support of Sojourn to the Past. I have had the honor of participating on a Sojourn journey about five years ago, as a funder with the Peninsula Community Foundation. Since then I have continued to follow the program at my current foundation. I have also experienced the power of the program when my two children went on separate Sojourn trips in their junior year of high school.

I can say, without exaggeration, that participation in this trip changes lives. This is an immersion civil rights education journey, where participants learn about a critical period in U.S. History where African Americans and people of other races stood up collectively for racial equality in the face of institutional blockades and for many, death. Unfortunately, there are few students in this country who have been taught this history. The students (and adults) on this trip not only learn the history but live the history by hearing it from those who were actually there when it happens. Hearing from Emmett Till's cousin what it was like when the KKK ripped Emmett from the bed next to him, or Rev. Kyle, who describes standing next to Rev. Martin Luther King, Jr. when he was shot, makes the history come alive and students can never forget the sacrifices it took for people to gain their civil rights. Both my son and daughter presented the trip for their family and friends upon their return and both were amazed at the volume of information they learned in ten days. Four years later, as a college junior, my daughter still draws upon that knowledge as a sociology and Black Studies major. My son, a high school senior, wants to study race relations within the context of history or sociology. When both are asked by others why they want to study the civil rights movement or learn about Black history because they are not Black, they both respond that this history belongs to them as Americans, that it is crucial to learn how the civil rights movement birthed civil rights for everyone. Sojourn to the Past created that commitment to social justice and my children are representative of so many students impacted in that way.

It is critical that this program be made available to economically disadvantaged students, which is why my foundation supported scholarships. By the time many of these students reach high school, they have seen teachers turnover at high rates and are in schools that

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have had to continually reduce budgets and student programming. Many students are understandably discouraged academically. Although this program requires daily homework, significant reading, and requires "class" participation in the discussions, students of all academic levels can fully engage at whatever level they are at. Jeff Steinberg and his teachers present the material in a multi-media engaging manner and nightly homework assignments are required entry tickets for the bus the next day. I interviewed several teachers as I did my due diligence for this grant, and heard consistently that "low-performing" students were high-performing on this trip. At the end of the trip, many students are very proud that they "succeeded" in this academic environment which gave them confidence to do the same when back at school. Additionally, for the students of color, many very low-income, develop racial pride that Blacks achieved such incredible successes against all odds. The curriculum also carefully points out Whites who were important "allies" in the civil rights struggles so students understand the important role non-Blacks played.

I hope that Sojourn to the Past could be considered for appropriations funding so that more students may have this incredible life-affirming experience. There is an urgency to support Sojourn, as the many well-spoken speakers are aging and students in the near future will not have access to the incredible first-hand accounts that are so moving.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Marjorie Fujiki', written over a light-colored background.

Marjorie Fujiki  
Director, Programs and Partnerships

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Representative Speier:

I want to let you know how impressed I am with the organization, "Sojourn to the Past" including its head, Jeffrey Steinberg.

I was one of about 40 people who traveled with Sojourn about 3-4 years ago even though I was at that time in my late 70s. Most of the participants were young people, primarily high school students who, I am certain, learned a great deal.

The learning comes from both the EXTENSIVE amount of reading and "homework" that Jeff gives out EVERY DAY of the trip, often "quizzing" us on the readings in VERY thoughtful and extensive discussions. It's NOT at all like a school session, it truly IS a discussion, with all program participants encouraged to express themselves as to what they have read and learned.

But, IN ADDITION to the reading, or, actually the MAIN part and purpose of the trip is the fantastic opportunity to meet with and hear and learn from actual participants in the Civil Rights marches and events, including integrating Little Rock High School, walking the Pettis Bridge in Selma, and actually being at the steps in Birmingham where Martin Luther King gave important talks. In fact, when AT those sites, the group reads and discusses the material that's relevant for those locations.

These are immeasurable opportunities. They are also NOT available in ANY classroom, and that is why Jeffrey is doing it -- he could NOT convey all of the experiences and meaning to his students in the short time of a typical class period or even a semester. **He is bringing reality and precious real experiences to participants.** He also attempts to make certain that his groups include various people of mixed background: race, gender, age, experiences.

I was so impressed with his program that the year after I participated, I donated a "scholarship" to enable a student in the next year to attend. I only regret that Jeff has not "solicited" subsequent/regular scholarship donations from me or other previous participants.

I do recommend this program highly and hope that you will support his grant application.

Sincerely,

Coralie Farlee, Ph.D.  
Washington, D. C.

**Tamara M. Frazier**  
**16 Clark Drive**  
**San Mateo, CA 94401-3706**  
**(650) 343-3644**

January 29, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Representative Speier,

Re: Sojourn to the Past

I have always been disappointed in the dry rote manner in which history is often taught in our schools. Students are asked to memorize key facts and dates but often forget what they learned after they are tested because it doesn't matter to them. I remember assisting in my daughter's grammar school classroom when they were "studying" the American Revolution. I was aghast that the teacher was covering the material by having the students take turns reading aloud successive paragraphs from the textbook. It was all I could do to restrain myself from taking over. I remember thinking that the ire the Stamp Act evoked among the Colonists could have been better conveyed by blocking the entrance to the classroom after lunch and demanding that each student present a stamp in order to access his or her belongings or other matters of routine classroom business.

Our students—the future of our nation—cannot learn from history if they don't understand the forces at work when key events, decisions and actions took place. I have never understood teaching 'the what' without 'the why,' and I don't mean some rote explanation regurgitated to garner a passing grade.

*Sojourn to the Past* is one of those unique educational programs that bring history alive for our high school students. While on *Sojourn* students have intimate discussions with ordinary citizens who made extraordinary sacrifices to bring about much needed change in our beloved country. Students meet with those who have gone onto live lives of prominence, like Congressman John Lewis, as well as those whose lives have taken a much more subdued road, like their tour bus driver. They learn a great deal from all of them.

As a parent, I have been so impressed with *Sojourn* that I have supported its scholarship fund at a significant level. Unfortunately, due to setbacks in the economy my husband and I have had to drastically cut back our support. As a resident of your district, I am delighted to learn that you may co-sponsor a federal appropriation for *Sojourn*. This would be an investment in our nation's future that will reap benefits for years to come as the students so impacted will go on to greater involvement in their communities not only as informed voters, but active public servants at the local, state and federal level. I know that my daughter, Laurel's resolve to serve her country was deepened and affirmed by her *Sojourn* experience and that others who sojourned with her came away with a new sense of responsibility for and interest in their communities.

Sincerely,

  
Tamara M. Frazier

*Laurel G. Frazier*

*16 Clark Drive  
San Mateo, CA 94401-3706*

*P.O. Box 12959  
Stanford, CA 94309-2959*

January 25, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Representative Speier,

Re: Sojourn to the Past

As a resident of your congressional district who has observed your commitment to public service at the local, state and now federal level, I am delighted to learn of your interest in sponsoring a federal appropriation for an educational program that is near and dear to my heart, *Sojourn to the Past*.

My personal *Sojourn* took place from February 15-24, 2007. As a sophomore with an avid interest in public service, history and current affairs, I had high expectations regarding the knowledge I would gain through the opportunity to hear first hand accounts from actual participants in the struggle for Civil Rights. It would be an understatement to say that the experience exceeded my expectations on every level. For me, *Sojourn* was simultaneously physically and emotionally exhilarating and exhausting as each day brought forth more insights and encounters that touched me at the deepest level of my being.

To say that *Sojourn* is a transformational experience does not do the program justice. Students come away looking at history from an entirely different perspective—one that is very personal. These are no longer generic experiences and accounts, but events that impacted real people in substantial and significant ways—ways that continue to have a direct impact on how each of us experiences life today. My *Sojourn* deepened my resolve to commit myself to public service and to the fulfillment of Dr. King's dream.

Among my favorite quotes are two that speak of the importance of having a working knowledge of history:

*"Those who cannot remember the past are condemned to repeat it." George Santayana*

*"A people without the knowledge of their past history, origin and culture is like a tree without roots."  
-Marcus Garvey*

I applaud your interest in making this invaluable experience available to prospective Sojourners, as it is truly transformational.

Sincerely,

*Laurel G. Frazier*  
Laurel G. Frazier

Ryan Tana  
2040 Mezes Avenue  
Belmont, California 94002

January 4, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier:

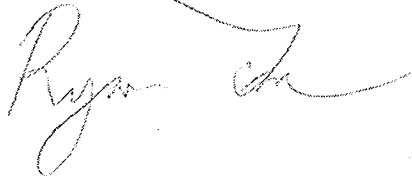
I am writing in support of Sojourn to the Past. I went on the trip last spring and it changed my life. It was a nonstop history lesson and never have I learned a topic so thoroughly that I felt I lived the history. But it was not just a history lesson. It was an experience where I could touch the lives of those that played a part of changing our country so not only African Americans, but other disenfranchised people, could live without discrimination.

Through Sojourn, I saw what sacrifices it took to take America to a whole new level of racial consciousness, and how long and persistent people had to be, never giving up on what they truly believed in. After hearing from some of the fearless men and women on Sojourn, my connection to them became real as I related their struggles to those of my Japanese American family, who were interned during World War II. I feel as though my grandparents fought, in their way, the same battles as Fred Shuttlesworth, Minnijean Brown Trickey, and John Lewis. They all survived the extreme racism of our government and society.

This deeper understanding and connection inspires me to carry on the work of those who fought for equality and motivated me to dream of a world without hate. I want to be able to find a way to contribute to take the world to new levels of tolerance and understanding. I want to work harder to embody the determination that hundreds of men and women, black and white, exhibited to change the world. If everyone recognizes and develops a deeper understanding of one another, there wouldn't be as much hatred or racism. I thank Sojourn for leading down this path.

I have enclosed an article that I was inspired to write for my school magazine after returning from my Sojourn experience.

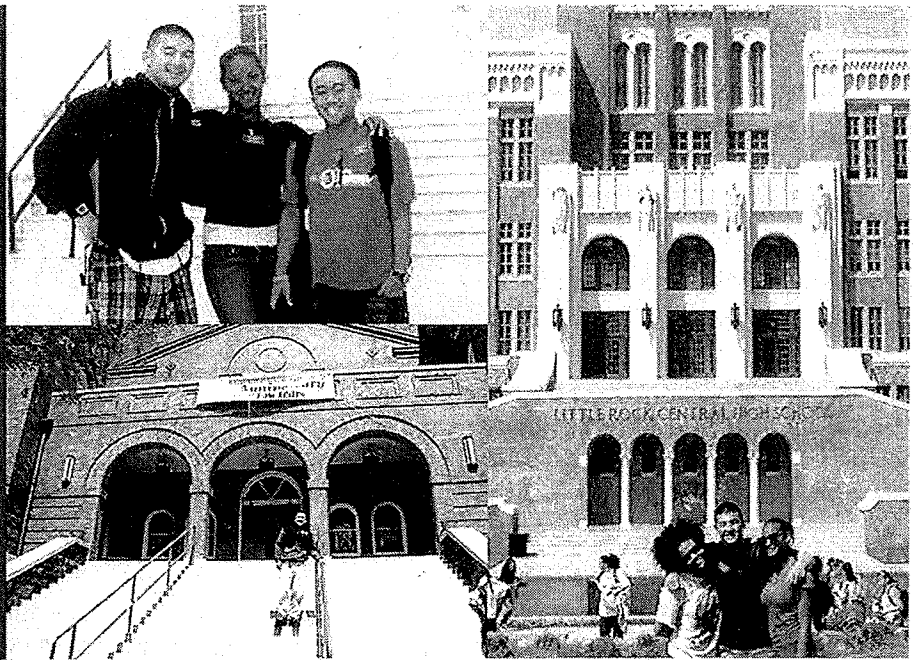
Sincerely,

A handwritten signature in cursive script, appearing to read "Ryan Tana". The signature is written in dark ink and is positioned below the word "Sincerely,".

# Sojourning for Civil Rights

A ten-day civil rights  
immersion study trip

by RYAN TANA '10



Ryan Tana '10 with other Sojourn participants

I'VE ALWAYS KNOWN THAT MARTIN LUTHER KING, JR. was the symbolic leader of the historic Civil Rights Movement of the 1960's; but over a span of ten days, I realized that it took more than just one person to fight for equality. It took a whole army of brave men and women, black and white, to fight. The combined efforts and resiliency of this army won voting rights for blacks, ended segregation, and took America to a whole new level of racial consciousness.

DURING MY SPRING BREAK, I WENT ON A "SOJOURN TO THE PAST" trip with a hundred other juniors and seniors from schools around the Bay Area, Los Angeles and Youngstown, Ohio. The trip was a ten-day civil rights immersion study trip, where we learned how the Movement grew in Georgia, Alabama, Mississippi, Arkansas, and Tennessee.

On this eye-opening journey, I was fortunate to not only touch upon history, but literally touch the people that made history. I was able to spend time with Minnijean Brown Trickey and Elizabeth Eckford, who were both part of the famous *Little Rock Nine*—the first black students who integrated into an Arkansas high school under protection of the National Guard. I had the privilege of meeting civil rights pioneers like Congressman John Lewis, a leader in incredible marches such as the one from Selma to Montgomery, in order to gain the right for blacks to vote. I met Rev. Clark Olsen, who responded to a national call to clergy to come out to Selma to fight for black voting rights. We heard from Simeon Wright, a cousin of Emmett Till, the Chicago teenager who was brutally murdered for

whistling at a white woman in Mississippi, whose death ignited the Civil Rights Movement. Also included on the honorable list of speakers was Jimmy Webb, the Dahmer family, the McNair family, and Rev. Billy Kyles.

The person that had the most impact on me was Fred Shuttlesworth. He was part of the Big Three (along with Dr. King and Ralph Abernathy) who dedicated their lives to changing the institutional racism that American blacks faced. Shuttlesworth, the man most feared by southern racists because of his undeniable determination, survived two bombings and countless police beatings. Meeting him was so powerful. He looked at me straight in the eye and even though he couldn't speak after a series of strokes, he didn't have to say anything.

After going on this trip, I am working harder to embody the determination that hundreds of men and women, black and white, exhibited to change the world. These brave men and women are proof that ordinary people can do extraordinary things.

The Honorable Jackie Speier  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Honorable Jackie Speier,

I attended Sojourn to the Past last year in April. I did not expect for the experience to change my life. Honestly, I am grateful for the impact it did have on my life. Before Sojourn, I was a lost and violent human being. I would get into school fights, argue with people, I was close minded, and judgemental. My grades were suffering and I was lacking of inspiration. I felt hopeless and unworthy.

In Sojourn, not only did I learn about the Civil Rights movement, I learned about myself. I did my assignments there, I felt motivated. I made new friends, people who did not know me. It was a chance for a new start. The Speakers I met motivated me to make a difference, not only for myself, but for others. I began to realize I was capable of succeeding.

Towards the end of the trip, Minnie Jean was passing stones that had a saying printed on them about change. Sojourn gave all of us a opportunity to talk about how this experience has changed us, what change we were going to make, and what we were thankful for. I despised public speaking and opening up to complete strangers. I remember asking Mr. Steinberg if I could speak to him outside. I began to cry because I was so afraid. I was not used to feeling motivated and comfortable around others. Mr. Steinberg comforted me and told me if I did not want to speak, I did not have to, however, he encouraged me to talk, because he wanted me to make a change. As I walked back into the room, it was my turn to talk. Mr. Steinberg told Minnie Jean I was not going to speak. Suddenly, I grabbed the microphone, with my hands trembling from my nerves.

"I did not expect this experience to have such an impact on me. I hated school. I did not respect myself. I would get into school fights. I almost got arrested. I put my family through hell. I do not like opening up to people I do not know because I have trust issues. I really don't like public speaking. I never thought I would love each person in this room so much, and I still haven't met a few in this room. After this experience, the change I will make is, I will love others and myself. I do not want to handle situations with violence, because in the end, that will only hurt me, and I will end up in jail. I will make a stand if I see someone else getting bullied or disrespected. I will accept people for who they are. If I witness hate or racism I will say something. Because.. I want to make a change."

I cried through out the whole speech, because Sojourn broke me down in the most positive way. Sojourn showed the vulnerable me.

I graduated highschool. The moment I walked across the stage, I heard my father honk a horn. Within this one moment, I thought of Sojourn. If I did not go to Sojourn, where would I be?

I now attend Skyline College. In a couple of years, I plan to transfer to a UC. I am inspired to be a lawyer or police officer and hopefully in the near future, I would like to work within the government. My grades are better than ever.

Sojourn is not just about the Civil Rights movement, it is about having a chance to make a difference. Change is what we need right now. Change is what the United States needs right now.

Sojourn to the Past is the hope and love we all need right now.

Sincerely, Ingrid Berrios

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Hello, my name is Corbie Phillips. I am currently a student studying the psychology of decision making and the chemistry of low-cost water filtration, as well as a volunteer tutor for San Mateo County youth correctional services. I was formerly a firefighter with CalFire. I have been inspired everyday by the examples set by the Civil Rights movement, which I learned about only through Sojourn to the Past. I am writing to share with you what Sojourn has given me. It has given me:

A great history lesson; nine years later I still remember, because I was where it happened and *felt* it, Medgar Evers being shot in the back, the abuse at the lunch counters, the device they strapped to Emmet Till to drown him, Congressman Lewis' mental and physical courage. To meet and talk to people who were there. My regular history education was insufficient, if it wasn't for Sojourn I would be ignorant of the most important grassroots civil rights movement in history, which happened in my own country within living memory. It was the most educationally efficient two weeks of my life, and I am saddened that more generations may not be given the opportunity.

Inspiration that grassroots movements can succeed. The civil right movement was driven by churches and students. I was an aggressive young man, and unexpectedly the trip demonstrated to me, incontestably, that active nonviolence was not pacifism, was not acquiescence, but was a braver and more effective thing to do than violence. It changed the way I looked at the problems of the world, and the ways to solve them. Problems that seemed intractable no longer looked that way, because I had seen up close the trials and successes of the Civil Rights movement. I was given a tool set, and future students must be given one as well.

Sincerely,  
Corbie Phillips



January 22, 2010  
The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building

Dear Mrs. Speier,

My name is Ivan Duran, I'm 17 years old and I'm currently a student at Cañada College. Before 2009 I was very ignorant when it came to racism because I didn't know how it could possibly affect me or why it is such a important topic in the American society. Sojourn to the past came to my high school in 2008 and shared with us their program and the wonderful attributes it has. The moment Mr. Steinberg began to tell us about the amazing program I was simply blown away by the content of his presentation and I knew in that moment that I wanted to go on the Sojourn To the past.

I was not aware of what occurred during the Civil Rights Movement and in my prior education I had never been taught anything about the Civil Rights Movement; thus, the this educational trip intrigued me even more. The moment I began the ten days with Sojourn my life changed completely because it opened my eyes and helped me so much knowledge and history that had been kept hidden from many people. I had heard about Martin Luther King Jr. and Rosa Parks but my teachers had never gone into detail about the struggles they went through to gain the rights they should have had from the moment they were born.

This amazing journey to the past helped me become more aware of racism and understand that it is very damaging to many people and it contradicts the belief that our founding fathers had for our great Country. Before I went on this trip I did use racist remarks because I thought it was amusing but Sojourn helped me realize that racism is not amusing in any way, shape or form. When I returned from this journey I was a completely different person because I have gained so much rich information that I embedded into my life because I knew it would help me become a better person.

I began to share this amazing information with many of my friends and with anyone that would listen because I noticed that racism still exists in our everyday lives and we need to put a stop to it and Sojourn is one of the ways to do it. Sojourn to the Past gives a chance to all young people like myself to learn about the what African Americans had to go through in order to have the rights that we all have and it enables us to become better people. Sojourn did change my life because it made it more positive and it gave me the privilege to meet great and amazing heroes that made it possible for us to have a better lifestyle than they had. I fear that if Sojourn to The Past stops having these educational trips then all the wonderful information and experiences will be forgotten. I don't want the stories of the Civil Rights Movement to die because it has been kept a secret for many years and it is time for everyone to know the truth.

Like my idol Martin Luther King once said "...until justice rolls down like water and righteousness like a mighty stream." He had a dream and his dream has not been fulfilled. Please help us keep his dream alive.

Sincerely yours,

Ivan Duran

Dear Honorable Jackie Speier,

I've had the privilege of being able to attend the Sojourn to the Past trip not once, but three times, each time experiencing it from a completely different lens: once as a junior in high school, on crutches; once as a senior in high school, as a student teacher; and once as a freshman in college, as an adult who taught a bus lesson. Each trip left me with more strength and insight to fight my own life's troubles, than even I could have ever imagined.

While I was away on my first trip, a good friend of mine was shot and killed in San Francisco and although I wasn't told until I returned from the trip, another good friend of mine had also died while I was away—this time of cancer. Unfortunately at this time in my life I'd seen enough death to have taught myself how to block out any feelings of pain and sadness; however being on Sojourn, one of the safest feeling places I'd found in years, I was able to learn how to really grieve and honor those I'd lost. Being on crutches that year, allowed me to greater experience the struggle of those in the Civil Rights Movement, and taught me that it was ok to be frustrated and angry, especially with death, but also how to be productive with that anger and frustration and not allow the hate to 'destroy the hater.'

On my second trip, as a student teacher, I had the responsibility of learning and teaching a short lesson to the other students on my bus. I didn't know it at the time but this experience helped drastically shape my public speaking skills, raise my self esteem, and challenge my negative core belief that I wasn't good enough. The praise and support I received from the students, teachers, and speakers was literally breath taking. Never before had I felt so strongly supported in anything. It was this support and that that I had received on my first Sojourn experience that literally saved my life after my third trip.

During my third trip I was first able to admit my deepest long lasting secret, one that was literally killing me slowly—my eating disorder. Although many, especially my Sojourn Family, had suspected and questioned me about it many times before, until my third trip, I was unable to accept and admit that I was dying a slow and painful, self inflicted death. After 6 years of struggling and hiding, and two years of Sojourn where I had experienced more love, compassion, sympathy, and safety than I can recall over my entire life, I was finally able to admit to others and myself that I needed help. This was my third year of learning how hate can only destroy the hater, and how nonviolence is a way of life and it finally clicked that I had been nonviolent, and let go of the hatred I held towards everyone but myself.

With the support of Sojourn I was able to seek treatment upon my return from my third trip this past year. Shortly afterwards I was told I would need to be hospitalized in order to really fight the disorder and return myself to optimal health. I returned home from college that summer to seek further treatment and hospitalization, but my search was put on hold with the unexpected death of my father. With my treatment on hold and more grief than I'd ever experienced my eating disorder thrived and reached a whole new level.

No one, not even my biological family, was there for me more than my Sojourn Family that summer. They attended my dad's funeral service though most only ever met him once and they were there to support me and love me no matter how far I fell away into my disorder. Eventually I entered myself into an intensive outpatient program but still believed I had a handle on my problem. After losing even more weight in outpatient treatment, and against my mother's wishes, but with the strength and love I had received from both my Sojourn experiences and my Sojourn family I was able to complete a month of hospital treatment and destroy that hatred I held toward myself. Finally, now, I'm fighting my self-hatred and truly living a life of nonviolence and love towards others and myself.

Thank you for your consideration in this monetary appropriation request. I sincerely hope you will be able to help Sojourn so that it may continue to help many other students, as it did for me.

With much gratitude,

-Mikaela Celli

January 2010

The Honorable Jackie Speier  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Honorable Jackie Speier,

My name is Aisha Nelson, and I am a Sojourn to the Past Alumnus. I journeyed on this amazing trip as a high school junior in April of 2009. As a sophomore, I remember having a Sojourn to the Past representative come to my school and speak to us about how great this program is. I knew then that taking this trip was right for me. Sojourn to the Past is a program which retraces the Civil Rights movement of the late 1950's and 1960's. We visit 8 different cities in the Deep South, learning more and more each day about the Civil Rights Movement. We meet those who took part in the betterment of our society, such as Minnijean Brown-Trickey of the Little Rock Nine, Reverend Shuttlesworth, and Honorable Congressman John Lewis. Sojourn to the Past taught me many things that the textbooks in my history class would try to conceal. There are many important people in the Civil Rights Movement that I learned about on this trip who don't get the recognition that they deserve. Being able to learn about my past up-close and personal is an amazing opportunity that I would love for other people to experience. This trip opened my eyes to new possibilities and opportunities. Before this trip, I never realized how the voice of one person can alter the lives of many. I remember visiting the Civil Rights Memorial in Birmingham, Alabama. Seeing the names of those who risked their lives for the equality they deserved was definitely an emotional experience for me. Looking back at how terrible these innocent people were treated helps me gain the strength for myself to change my own life and live it the way that I know these people would have if they were still living. I realized that life itself is something beautiful that nobody has the right to take away from you. We are all one in the same, and to this day, people still find it hard to believe. Sojourn to the Past is definitely a life-changing experience which taught me many valuable life lessons. Putting myself into the situations of others allowed me to learn more about myself. Seeing how dedicated this program is to teaching our youth about the importance of our past shows how important it is for us to be aware of where we all came from. I am very thankful that Sojourn to the Past allows this opportunity for people, and I am so lucky to have taken part of this trip. I would suggest this trip to anybody and everybody because you will walk out of it a changed person, for the better. Thank you for your time.

Sincerely,  
Aisha Nelson

Joshua Choate  
2512 California Ave.  
Santa Monica, CA  
90403  
[jmcho1991@aol.com](mailto:jmcho1991@aol.com)

January 22, 2010

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C.  
20515

To the Honorable Jackie Speier,

I am a senior at Santa Monica High School in California. During my junior year I participated in Sojourn to the Past.

As I stood at Little Rock Central High School in April of 2009, I felt what it must have been like back in 1957. The crowd of people chiding, taunting and shouting obscenities at Elizabeth Eckford and her eight other African American classmates as they entered the school for the first time, protected by the National Guard. I imagined the terror in her eyes as confederate flags were waved in her face. The screams of "Lynch her, lynch her" ringing in her ears. I was taken aback by the thought of such blatant hatred. The irony of it all is etched on the façade of the school: the word "opportunity". On that day, where was Elizabeth's opportunity to make friends, learn and live her teenage years in peace?

My visit to Central High School in Little Rock, Arkansas occurred during a trip in my junior year that opened my eyes to the reality of race relations in America. For two weeks I participated in a journey (and class for college credit) called 'Sojourn to the Past'. Along with one hundred other high school students from across the country, I visited the deep south and learned about the Civil Rights Movement. I met monumental Civil Rights figures, visited historical sites and experienced a journey that has given me the courage to address any issue no matter how uncomfortable it may be, and to stand up for the rights of others.

I met brave Elizabeth Eckford and her friend, Minnijean Brown Trickey; the Reverend Fred Shuttlesworth and Congressman John Lewis. I was seized by a deep desire to be like them. To stand up for what I believe in. I was inspired by the speeches of Dr. Martin Luther King. At Stone Mountain, the birthplace of the Ku Klux Klan, we played Dr. King's 'I have a dream' speech. His voice reverberated off of the mountain and shattered the racist spell of the mountain itself.

In Memphis, Tennessee, on the Loraine Motel's balcony with Dr. King's blood still on the floor, we all shared our thoughts on the code of non-violence. We also shared our own individual stories. Some, out of respect for those who shared them, I dare not tell. We all shed tears. I have never been in

the company of so many passionate people. An emotional, caring, engaged and compassionate group all brought together seeking equality.

As I reflect back on my experience with Sojourn, I now realize that the Civil Rights Movement fought not only for African Americans, but for all people. If it wasn't for the Civil Rights Movement, there would not have been a Civil Rights Act, Voting Rights Act or desegregation and the breakdown of racial barriers. But my Sojourn trip was not just educational, it was life changing. It taught me that the memories of Civil Rights leaders should be honored by practicing what they stood for. This trip has inspired me to work to make the world a better place. Sojourn taught me that this can only be done with more people understanding each other and working together. Changing the world is not an easy job, as history has shown, "But the ark of the moral universe bends towards justice" (Dr. Martin Luther King).

Sincerely,

A handwritten signature in cursive script that reads "Joshua Choate". The signature is written in black ink and is positioned above the printed name.

Joshua Choate

## Chris and Maxine McNair

5328 Molton Gray Drive \* Birmingham, AL 35228 \* 205-425-0496

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier:

During the Sixties, our daughter was a little girl attending the 16 Street Baptist Church Sunday school when the Ku Klux Klan bombed the church, killing her and three other children. For the past ten years, **Sojourn to the Past**, has kept her story alive and stories of countless others in the Civil Rights Movement in order bring to life these stories as a means of teaching high school students about non violence, tolerance, and responsible citizenship.

It has been our privilege as a family to assist in the delivery of the Sojourn curriculum by meeting with the students and talking with them about forgiveness that can be manifest in their moving forward toward changing society. We have watched Sojourn transform hundreds of students and, in the process, feel ourselves somehow transformed through helping them to understand that we must create a society that is founded on the principle of mutual respect of our differences.

What Sojourn teaches is not in textbooks. As a retired school teacher from the Birmingham City School System I know first hand that students here in Alabama have no more knowledge about what happened in the Movement than do students from your Assembly District. Sojourn ensures that our shared American history lives on in productive and meaningful ways.

We respectfully urge you to champion the funding request from **Sojourn to the Past** and recommend to the United States Congressional Appropriations Committee that it grant the request, thus ensuring that hundreds more students will have the opportunity for this unique and invaluable educational opportunity that is helping those who do participate to change our country.

Sincerely,



Maxine P. McNair

*Parent of Denise McNair, 16<sup>th</sup> Street Baptist Church Bombing Victim*



J. Christopher McNair

*Parent of Denise McNair, 16<sup>th</sup> Street Baptist Church Bombing Victim*

*Lisa S. McNair*

5328 Molton Gray Drive  
Birmingham, Alabama 35228-2755  
(205) 919-6376 mobile, (205) 449-8818 fax  
lisas@bham.rr.com

January 27, 2010

The Honorable Jackie Speier  
**Congress of the United States**  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier:

During the Sixties, my sister was a little girl attending the 16 Street Baptist Church Sunday school when the Ku Klux Klan bombed the church, killing her and three other children. For the past ten years, **Sojourn to the Past**, has kept her story alive and stories of countless others in the Civil Rights Movement in order bring to life these stories as a means of teaching high school students about non violence, tolerance, and responsible citizenship.

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Sincerely,



Lisa S. McNair  
*Sister of Denise McNair, 16<sup>th</sup> Street Baptist Church Bombing Victim*

The Honorable Jackie Speier  
Congress of the United States  
House of Representatives  
211 Cannon House Office Building  
Washington, D.C. 20515

Dear Congresswoman Speier,

*Sojourn to the Past* is a program unlike any other and I am impressed by its efforts to continually develop curriculum so as to provide the best *Sojourn* experience possible to each individual. Thus, I am very pleased to hear that *Sojourn* is applying for appropriations funding to support more students involvement in such a transformative journey.

When traveling with *Sojourn* on the ten-day journeys, students report proudly that they are studying and learning more than they ever have. I admire the way that *Sojourn to the Past* engages young people in a setting that holds a high bar of academic expectation for every student and exposes high school students to college level material reviewed and compiled by nationally recognized scholars. The opportunity to earn three units of college credit is a bonus that jump-starts many students' college careers.

With the value placed on education, and the first-hand experience students receive through meeting people like myself who pioneered the way for equal learning and voting opportunities, *Sojourn to the Past* develops agents of change. The *Sojourn* experience inspires students' confidence in themselves and recognition of their civic responsibility. Every group of *Sojourn* students I meet makes me more hopeful for tomorrow, as I witness teens transformed into scholars and leaders.

Please allow this letter to represent my support of *Sojourn to the Past* and their request for appropriations funding. I hope to be of service in any way to ensure the continued success of *Sojourn*.

Sincerely,



Minnijean Brown Trickey



111th CONGRESS  
2d Session  
**H. RES. 1058**

Honoring and praising the Sojourn to the Past organization on the occasion of its 10th anniversary.

**IN THE HOUSE OF REPRESENTATIVES**

**February 2, 2010**

Mr. LEWIS of Georgia (for himself, Ms. SPEIER, Ms. NORTON, and Ms. JACKSON LEE of Texas) submitted the following resolution; which was referred to the Committee on Education and Labor

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**RESOLUTION**

Honoring and praising the Sojourn to the Past organization on the occasion of its 10th anniversary.

Whereas the civil rights movement transformed the United States, bettered the lives of millions of people, and secured equality, civil rights, and human rights for all people in the Nation;

Whereas in 1999, California public high school teacher Jeff Steinberg combined a civil rights history lesson and a field trip to civil rights movement landmarks to create the educational program Sojourn to the Past;

Whereas Sojourn to the Past takes high school students on a 10-day excursion along the path of the civil rights movement in the Southern United States, engaging them with historical sites and talks with prominent veteran leaders of the civil rights movement;

Whereas the goal of Sojourn to the Past is to inspire students to become civic leaders with a duty and ability to unite people in the communities in equality and justice, through knowledge, understanding, and compassion;

Whereas Sojourn to the Past is the longest running civil rights education and outreach program in the United States;

Whereas Sojourn to the Past has conducted 55 sojourns and introduced over 5,000 high school juniors and seniors to the lessons, locations, and leaders of the civil rights movement;

Whereas Sojourn to the Past teaches high school students how the history of the civil rights movement is relevant to ending discrimination, violence, hatred, bigotry, and inequity in schools and communities;

Whereas Sojourn to the Past's mission of making the civil rights movement relevant for younger generations strengthens society in the United States by promoting social justice, civil rights, and equality; and

Whereas Sojourn to the Past continues to teach younger generations of people in the United States about the civil rights movement and challenges young people to define and defend individual conceptions of justice in communities and classrooms:  
Now, therefore, be it

*Resolved*, That the House of Representatives--

(1) recognizes the 10th anniversary of the founding Sojourn to the Past; and

(2) honors and praises Sojourn to the Past on the occasion of its anniversary, and for its work in educating the next generation of people in the United States about the civil rights movement and the importance of social justice.