



# #9554

## A. PHILIP RANDOLPH: FOR JOBS AND FREEDOM

CALIFORNIA NEWSREEL, 1996

Grade Levels: 10-13+

86 minutes

### DESCRIPTION

Examines the life of A. Philip Randolph, early civil-rights activist. His major successes include the unionization of Pullman porters in the 1920s, FDR's order to desegregate the defense industries and federal government during World War II, and Truman's order to integrate the armed forces. In 1963, he organized and led the march on Washington, D.C., where he symbolically passed the leadership to Martin Luther King, Jr. Comments by historians and participants, and photos of actual events.

### ACADEMIC STANDARDS

#### **Subject Area: United States History – Era 6 – The Development of the Industrial United States (1870-1900)**

- ★ Standard: Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity
  - Benchmark: Understands the challenges diverse people encountered in late 19th century American society (e.g., the role of new laws and the federal judiciary in instituting racial inequality; arguments and methods by which various minority groups sought to acquire equal rights and opportunities; experiences of African American families who migrated from the South to New York City in the 1890s) (See Instructional Goal #1.)

#### **Subject Area: United States History – Era 7 – The Emergence of Modern America (1890-1930)**

- ★ Standard: Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption
  - Benchmark: Understands issues and perspectives of different groups during the Progressive era (e.g., African Americans and their alternative programs; women, Native Americans, organized workers) (See Instructional Goal #2.)
- ★ Standard: Understands the changing role of the United States in world affairs through World War I
  - Benchmark: Understands the impact of the United States involvement in World War I (e.g., U.S. military and economic mobilizations for war and the role of labor, women, and African Americans in the war effort; World War I military engagements and the

campaigns in which the American Expeditionary Force participated; the impact of the war on American troops; Wilson's goals in recommending the establishment of a League of Nations) (See Instructional Goal #3.)

**Subject Area: United States History - Era 8 - The Great Depression and World War II (1929-1945)**

- ★ Standard: Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state
  - Benchmark: Understands how the New Deal influenced the civil and political rights of diverse groups (e.g., the involvement of women and minorities in the New Deal and its impact upon them, FDR's commitment to advancing the civil and political rights of African Americans, how African Americans planted the seeds of a civil rights revolution during the 1930s, how the Indian Reorganization Act of 1934 affected Native Americans, the role of John Collier in securing a "new deal" for Native Americans) (See Instructional Goal #4.)

**Subject Area: United States History – Era 9 - Postwar United States (1945 to early 1970s)**

- ★ Standard: Understands the struggle for racial and gender equality and for the extension of civil liberties
  - Benchmark: Understands the development of the civil rights movement (e.g., the Supreme Court case *Brown v. Board of Education* and its significance in advancing civil rights; the resistance to civil rights in the South between 1954 and 1965; how the "freedom ride," "civil disobedience," and "non-violent resistance" were important to the civil rights movement; Martin Luther King Jr.'s "I Have a Dream" speech in the context of major events). (See Instructional Goal #5.)

**INSTRUCTIONAL GOALS**

1. To depict the challenges African-American people encountered in the late 19<sup>th</sup> century American society including racial inequality and the migration of many families from the South to New York City.
2. To introduce how A. Philip Randolph and other African-American leaders addressed problems of industrial capitalism, urbanization, and political corruption
3. To describe the impact of African-Americans in the United States involvement in World War I.
4. To understand FDR's commitment to advancing the civil and political rights of African-Americans and how African-American leaders such as A. Philip Randolph planted the seeds of a civil rights revolution during the 1930s.
5. To highlight the development of the civil rights movement leading up to Martin Luther King Jr.'s "I Have a Dream" speech.



## VOCABULARY

1. socialist
2. elite
3. radical
4. Negro
5. opposed
6. condemned
7. social activism
8. union
9. porter
10. strike
11. Uncle Tom
12. mass meetings
13. organized labor
14. bluff
15. industrial
16. capitalism
17. legislation
18. civil rights
19. segregate
20. desegregate
21. integrate

## BEFORE SHOWING

1. Locate the following places on a map of the United States.
  - a. Crescent City, Florida
  - b. Harlem, New York
  - c. Chicago, Illinois
  - d. Washington D.C.
2. Review the historical significance of the following persons and events.
  - a. the Harlem Renaissance
  - b. the American Federation of Labor
  - c. World War I
  - d. the Great Depression
  - e. World War II
  - f. Franklin D. Roosevelt
  - g. Harry S. Truman
  - h. John F. Kennedy
  - i. Martin Luther King Jr.



## AFTER SHOWING

### ► Discussion Items and Questions

1. How did A. Philip Randolph end up living in New York City?
2. Why did Randolph and Chandler Owen found *The Messenger*, a radical Harlem magazine, in 1917?
3. In what way did the Great Depression impact the struggle for jobs, benefits, and civil rights?
4. Why did Randolph found the Brotherhood of Sleeping Car Porters (BSCP) in 1925? What role did women play in helping the Pullman union to survive?
5. How did A. Philip Randolph apply political pressure on President Roosevelt to advance the labor union and civil rights causes? on President Truman? on President Kennedy?
6. How did A. Philip Randolph's approach to bring about social and economic change compare to other leaders including W.E.B. DuBois, Marcus Garvey, and Booker T. Washington? To what degree was A. Philip Randolph successful in achieving his goals?

7. In what way did A. Philip Randolph pave the way for the 1955-56 Montgomery bus boycott and the 1963 March on Washington? What were the parallels between the struggle in the civil rights and labor union arenas?
8. How did World War I and World War II advance or retard labor union and civil rights goals?
9. What was the crowning achievement of A. Philip Randolph's life?

► **Applications and Activities**

1. Compare the leadership and goals of the 1963 March on Washington movement to the 1995 Million Man March. Imagine how A. Philip Randolph would view the leadership and goals of the Million Man March.
2. Research the lives of other African-American leaders. Consider W.E.B. DuBois, Marcus Garvey, George Meany, Chandler Owens, Bayard Rustin, and Booker T. Washington.
  - a. What were their goals as leaders?
  - b. How successful were they as leaders?
  - c. What are they most remembered for?
3. Evaluate each of the following Randolph quotes. Defend or oppose each quote based on personal experience, historical fact, or statistics.
  - a. "We must have faith that this society, divided by ethnicity and by class, and subject to profound social pressures, can one day become a nation of equals, and banish ethnic prejudices."
  - b. "Salvation for race, nation, or class must come from within. Freedom is never granted; it is won. Justice is never given; it is exacted."
  - c. "At the banquet table of nature, there are no reserved seats. You get what you can take, and you keep what you can hold . . . And you can't take anything without organization."
  - d. "The passing of slavery did not result in the complete emancipation of the Negro worker. As a matter of fact, the Civil War was not a complete revolution."
  - e. "The youngsters of today must direct their attention not only to . . . racial identity and . . . realization . . . but they must . . . not (be) left behind in the scientific and technological revolution."



**RELATED RESOURCES**



- [We Shall Overcome: A History of the Civil Rights Movement #2695](#)
- [Out of Obscurity #9557](#)



## World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.



- **THE A. PHILIP RANDOLPH INSTITUTE**

<http://www.apri.org/>

Although this site is primarily a Senior Constituency Group of the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), the biography subsection includes an adult and youth version of Randolph's biography.

- **PHILIP RANDOLPH PULLMAN PORTER MUSEUM**

<http://aphiliprandolphmuseum.com/>

In addition to museum specific information, this site includes history of Randolph and the founding of the Pullman Porter union. Also lists related links.

