

BROTHER OUTSIDER

THE LIFE OF BAYARD RUSTIN

(Visionaries & Victories, Vol. 2)



BROTHER OUTSIDER: THE LIFE OF BAYARD RUSTIN
a film by Nancy Kates and Bennett Singer

Action Guide

youth in
motion

TABLE OF CONTENTS

BROTHER OUTSIDER

Table of Contents

FILM SYNOPSIS : : : : : 3

ABOUT BAYARD RUSTIN : : : : : 4

HOW TO USE THIS GUIDE : : : : : 5

HOW TO HOST
A FILM SCREENING : : : : : 6

DISCUSSION QUESTIONS : : : : : 8

GSA ACTIVITIES

 IN YOUR GSA : : : : : 10

 IN YOUR SCHOOL : : : : : 11

 IN YOUR COMMUNITY : : : : : 13

RESOURCES : : : : : 14

TIMELINE : : : : : 16

ACKNOWLEDGMENTS : : : : : 19



Source: Estate of Bayard Rustin

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Grateful acknowledgment is made to The Estate of Bayard Rustin for permission to include selections from Bayard Rustin's writings and songs on this DVD.

Cover Photo Source: AP



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FILM SYNOPSIS

BROTHER OUTSIDER

Film Synopsis & Chapter Listing

SELECTED AWARDS & SCREENINGS

Official Selection,
Sundance Film Festival

American Library
Association Notable
Video Selection

GLAAD Media Award
for Outstanding
Documentary

Nominated for NAACP
Image Award for Best
Nonfiction Programming

Silver Hugo Award,
Chicago International
Television Competition

Audience Award for Best
Documentary,
San Francisco Int'l.
LGBT Film Festival

Audience Award for Best
Documentary,
Outfest/Los Angeles
Lesbian and Gay Film
Festival

Closed Captioning

A Closed Captioned version of the film is also available upon request. Please contact youthinmotion@frameline.org to request a copy for your school.

BROTHER OUTSIDER: THE LIFE OF BAYARD RUSTIN

Directed by Nancy Kates and Bennett Singer : 2003 : 84 min. : USA

Brother Outsider illuminates the life and work of Bayard Rustin, a visionary activist and strategist who has been called “the unknown hero” of the civil rights movement. A tireless crusader for justice, a disciple of Gandhi, a mentor to Martin Luther King Jr., and the architect of the legendary 1963 March on Washington, Rustin dared to live as an openly gay man during the fiercely homophobic 1940s, 1950s, and 1960s. *Brother Outsider* reveals the price that Rustin paid for this openness, chronicling both the triumphs and setbacks of his remarkable 60-year career.

Nominated for the Grand Jury Award at the Sundance Film Festival, *Brother Outsider* has been described as “powerful and startling” (*The Advocate*), “rich in humanity” (*africana.com*), “beautifully crafted” (*Boston Globe*), “poignant” (*TIME*), “thoroughly honest” (*Village Voice*), and “marvelous” (*Wall Street Journal*).

Chapter Listing

1. Origins: Becoming an Activist (1912–1937)
2. Nonviolent Crusader (1937–1941)
3. “War Is Wrong” (1941–1947)
4. Turning Points: India and Arrest (1948–1953)
5. Montgomery: Mentor to Martin Luther King, Jr. (1955–1956)
6. The Struggle Intensifies: Anti-nuclear activism, Adam Clayton Powell, Jr., Malcolm X (1958–1962)
7. The March on Washington (1963)
8. From Protest to Politics (1963–1967)
9. The Death of King and Debates Over Black Power (1968–1972)
10. “One Human Family” (1973–1987)

DVD Extras

Watch exclusive **interview outtakes** with Ernest Green, Rachele Horowitz, Walter Naegle, and Eleanor Holmes Norton.

BACKGROUND

BROTHER OUTSIDER

Background Information



Source: AP

About Bayard Rustin

A master strategist and tireless activist, Bayard Rustin is best remembered as the organizer of the 1963 March on Washington, one of the largest nonviolent protests ever held in the U.S. He brought Gandhi's protest techniques to the American civil rights movement and helped mold Martin Luther King, Jr. into an international symbol of peace and nonviolence. Despite these achievements, Rustin was silenced, threatened, arrested, beaten, imprisoned, and fired from important leadership positions, largely because he was an openly gay man in a fiercely homophobic era.

Today, the United States is still struggling with many of the issues Bayard Rustin sought to change during his long, illustrious career. His focus on civil and economic rights and his belief in peace, human rights, and the dignity of all people remain as relevant today as they were in the 1950s and 60s.

Rustin's biography is particularly important for LGBT Americans, highlighting the major contributions of a gay man to ending official segregation in America. Rustin stands at the confluence of the great struggles for civil, legal, and human rights by African Americans and lesbian and gay Americans. In a nation still torn by racial hatred and violence, bigotry against homosexuals, and extraordinary divides between rich and poor, his eloquent voice is needed today.

In February 1956, when Bayard Rustin arrived in Montgomery to assist with the nascent bus boycott, Martin Luther King, Jr. had not fully embraced nonviolence. In fact, there were guns inside King's house and armed guards posted at his doors. Rustin persuaded boycott leaders to adopt complete nonviolence, teaching them Gandhian nonviolent direct protest techniques.

Apart from his career as an activist, Rustin was also fun-loving, mischievous, artistic, gifted with a fine singing voice, and known as an art collector who sometimes found museum-quality pieces in New York City trash. Historian John D'Emilio calls Rustin the "lost prophet" of the civil rights movement.

Further Resources

See page 16 for a timeline of the African-American civil rights movement, with special attention to Bayard Rustin's many contributions.

ACTION GUIDE

BROTHER OUTSIDER

Action Guide

How to Use this Guide

This guide is intended to help GSA members explore **LGBTQ history** by watching and discussing an award-winning and inspirational documentary on Bayard Rustin – essential viewing for all young activists and allies. There are tips on how to facilitate a film screening at a club meeting or special event, including **discussion questions** and **activities** to do after you watch the film. Feel free to use this guide as a resource – we know each GSA is different, so adapt the activities however you want!

Don't forget to take a look at the **Curriculum Guide** as well. There are some great questions and activities you may find useful too. And of course you'll want to let the teachers at your school know about the **Curriculum Guide** that came with the DVD. Because we've designed these guides to link with state standards, you can encourage teachers to use these materials as part of their regular curriculum. It's a chance for you to **teach your teachers something!** You may want to start by talking to individual teachers, or try asking your GSA advisor or principal how you can get on the agenda for a faculty meeting.

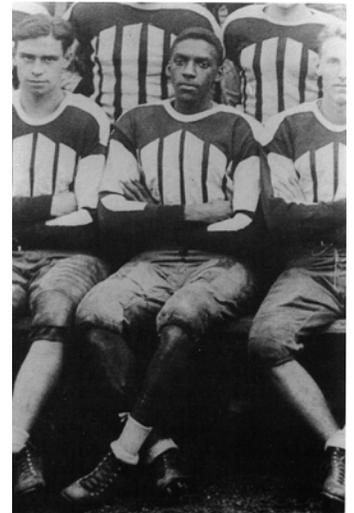
Why is LGBTQ-Inclusive Curriculum Important and Necessary?

In many schools, learning about LGBTQ issues takes the form of very necessary **tolerance education** where students are educated about the importance of not discriminating against each other. Tolerance education is **an important first step**, but we need to **push further**. Take the step of infusing LGBTQ topics into classroom curriculum, and students can start learning not only why we should treat each other fairly, but also that LGBTQ individuals have made valuable contributions to our society and our history. We can **break down ignorance** even more and **create respect for everyone**.

—excerpted from GSA Network's **Curriculum Campaign Guide**¹.



Source: Estate of Bayard Rustin



Source: Estate of Bayard Rustin

1 <http://www.gsanetwork.org/resources>

ACTION GUIDE

BROTHER OUTSIDER

Action Guide

How to Host a Film Screening

Here's a checklist of things you'll want to consider when planning your film screening or event:

GOALS: What do you want your screening to achieve? Who is your target audience? Do you want to influence students, teachers, or parents? Do you want to have a social event to bring in new members?

WHERE & WHEN: Decide where and when to hold a screening, based on your goals. Some ideas include:

- GSA meetings
- Classroom presentations
- School assemblies
- Lunchtime/after-school event screenings
- LGBT centers or other community/youth centers
- Churches, synagogues, and temples
- Conferences

Remember to plan ahead so you can be sure to reserve a venue or get on the agenda for an event!

EQUIPMENT: How are you going to show the film? Does the venue come with a TV or projector, DVD player, and speakers? You may want to test the equipment a day before the event to make sure it works!

CO-SPONSORS: Ask other school clubs or local organizations to co-sponsor the event. This can help build community and allies, expose people to new resources, and will increase the likelihood of a good turnout! Ideas for co-sponsors include:

- identity-based student groups at your school, such as Black Student Unions, Chicano/Latino or Asian-American organizations, etc.
- multicultural or diversity education clubs
- local LGBT organizations or community centers
- film clubs

TALK-BACK: How can you engage the audience to increase the impact of the film? Consider inviting guest speakers for a post-screening panel. Or select GSA members to lead a discussion afterwards in small groups. See the **Make an Impact** section on the next page for more ideas.

ADVERTISE: Market the event, using whatever works best at your school:

- flyers
- PA announcements
- emails
- MySpace and Facebook

REFRESHMENTS: Providing popcorn or other refreshments is a good way to help turn out an audience!

ACTION GUIDE

BROTHER OUTSIDER

Action Guide

Make an impact!

Combine the screening with **programming, discussion, and action:**

- Show the film (or selected chapters) at a **faculty meeting** and encourage teachers to incorporate it into their curriculum.
- Have GSA members present the film and curriculum guide in a **classroom workshop** – see the **discussion questions** on page 8 of this guide or take a look at the **Curriculum Guide**.
- Use it in conjunction with special events or school **assemblies**.
- Host a **panel discussion** with speakers from local organizations.
- Use the film as a way to get into the **local media**. You can pitch local media to do a story about LGBT youth connected to the screening.
- Invite local, state, or federal **representatives** to a screening and ask them to support legislation that protects LGBT youth and families.

What if our event elicits organized opposition?

It's important to be prepared both emotionally and strategically for this possibility. Talk about this as a group as you plan a screening. There have been instances in communities across the country where screenings of movies discussing LGBT topics have been picketed or protested. Remember that **you have the right to screen this movie in your school**.

If you are screening the film on school property, be sure to follow all guidelines set out by your school district for screening movies. School districts in California cannot require parental consent for films that include mention of LGBT people or issues – only instruction or materials that explicitly mentions human reproductive organs and their functions fall under consent laws for sex education. For more information, see GSA Network's **SB71 Fact Sheet**¹.

Do not be afraid to **use the media** to raise further awareness if the movie screening does elicit homophobic responses. Contact your school paper or radio station, or your community media outlets and ask them to cover the controversy. Media coverage can help raise awareness about the film, about the subject, and about the harmful effects of homophobia. Contact GSA Network to get sample press releases, media tips, and further support.

¹ <http://gsanetwork.org/resources/legal-resources/sb-71-fact-sheet>



Source: Walter Naegle



Source: Library of Congress

Thanks, COLAGE!

Parts of this page were adapted from materials created by **COLAGE** – a national movement of children, youth, and adults with one or more LGBTQ parents.

For more information, see Youth In Motion's ***In The Family*** Curriculum and Action Guides or visit www.colage.org.

DISCUSSION

BROTHER OUTSIDER Discussion Questions

NOTE: There are a lot of discussion starters presented here. Choose the questions that are most relevant for your group, or use a few of the ideas below to generate a more organic conversation about the film.



Source: Estate of Bayard Rustin

Want More to Talk About?

Remember: The questions posed in the **Curriculum Guide** are great conversation starters for your GSA, too – don't forget to check it out!

1. At the very end of the film, Bayard Rustin says: “Twenty-five, thirty years ago, the **barometer of human rights** in the United States were black people. That is no longer true. The barometer for judging the character of people in regard to human rights is now those who consider themselves gay, homosexual, lesbian.”
 - Do you think one group of people can be “the barometer of human rights”? Why or why not?
 - What group or groups do you see as “the barometer of human rights” today?
 - How do you think history will remember the current struggle for LGBT rights?
 - What are some of the most striking similarities between the African-American civil rights movement and the modern LGBT equality movement? The differences?
2. After speaking about “the barometer of human rights,” Rustin goes on to say: “**We are all one**. And if we don't know it, we will learn it the hard way.”
 - What do you think this statement means?
 - Do you agree?
 - How did Rustin act on his belief that all people are connected?
 - What divisions exist in your school, GSA, or community?
 - As activists, how can you work to overcome these differences?

BROTHER OUTSIDER

Discussion Questions



Source: National Archives

3. In the film, activist **Ernest Green** discusses the tools used in **organizing** the **March on Washington**, saying: “This was done without benefit of a cellular phone. I don’t think they had faxes at that time, maybe mimeograph machines. They clearly didn’t have computers. All of this was organized on 3-by-5 cards out of Bayard’s back pocket.”
- What tactics and tools do people use today to try to influence decision-makers or to make change in their communities?
 - How have advances in technology affected politics and social movements?
 - How would you compare the effectiveness of today’s protest tactics with those depicted in the film, such as mass marches and boycotts?
 - What tools – technological or otherwise – have you used to make change in your school?
4. Bayard Rustin has been referred to as “**the unknown hero**” of the civil rights movement. In the film, civil rights activist and **Congresswoman Eleanor Holmes Norton** asks: “Why did he remain in the background?” Aside from being an outsider at times in the African-American civil rights movement, Rustin is also not widely known within the LGBT community.
- Was Rustin forced to “remain in the background,” or did he sometimes choose to do so? Why would he have made that choice?
 - At what times have you felt like an outsider?
 - When have you chosen to remain in the background?
 - Why do you think it’s important to learn about “unknown heroes” in history?
 - What makes someone a hero? In your opinion, does Rustin deserve to be remembered as a hero?

GSA ACTIVITIES

BROTHER OUTSIDER

GSA Activities: In Your GSA

In Your GSA

What Makes You a Whole Person?

Bayard Rustin's many identities – among them black, gay, Quaker, pacifist, and labor organizer – helped shape him into an incredible leader but also made him a target at different times by different people. This activity will help members of your GSA think about who they are and how the different pieces of our identities fit together.

Start by picking a facilitator. The facilitator should ask all participants to list as many aspects of their identities as they can. The list can include anything that helps define who they are: their age, race, ethnicity, religion, gender, sexual orientation, key interests or abilities, roles within their family, and the like. Participants will then pick five of these identities and write each one on a popsicle stick. Next, using tape or clay, ask participants to create a structure with their popsicle sticks. (You can also use pipe cleaners, with a different color to represent each identity.) After the structure is built, tell participants that they can no longer be one of their identities and ask them to remove one stick from the structure. Continue asking them to remove sticks until there is just one stick left. Eventually, the structures will collapse.

Facilitate a conversation – here are some possible questions (you don't have to ask them all):

- How did you choose to organize your popsicle sticks?
- How did you feel taking a piece of your structure away?
- Did anyone's structures look the same? Did any surprise you?
- Are there times you've felt like you've had to hide, take away or prioritize a piece of your identity? How did that feel?
- What might Bayard Rustin's structure have looked like at different moments of his life?



Source: Estate of Bayard Rustin



Source: Corbiss-Bettman

GSA ACTIVITIES

BROTHER OUTSIDER

GSA Activities: In Your School

In Your School

Insider/Outsider Map

At different times and places in his life, Bayard Rustin was often seen as either an **insider** or an **outsider**. Where do you feel like an insider or an outsider in your school?

Get a **map of your school** from a teacher to project on an overhead, or draw one on the chalkboard. Ask members of your group to think about where in the school they feel that they can be themselves, and where they can't. Using two different color sticker dots or Post-it notes, have members of the group walk up to the map and mark it based on their experiences. It's a good idea to allow some time to do this as a group, so that everyone has a chance to mark the map and no one is put on the spot.

- **Green:** a place where you can be yourself (feel like an insider)
- **Red:** a place where you can't be yourself (feel like an outsider)

Regroup and see what the map looks like. Discuss the following **questions**:

- What patterns do you notice?
- What is surprising? What is not surprising?
- In what places do some feel like insiders while others feel like outsiders?
- What conclusions can you draw about your school based on this map?
- What actions can you take to make students feel safer and included?
- Are there steps you can take to make your GSA more inclusive?

Make an Action Plan! Use your findings to make your school safer for everyone. You may want to consider organizing a **survey** throughout your school (see GSA Network's "Conducting a School Survey" resources¹). Consider sharing your map and other research with key administrators or teachers, and ask for their assistance in making all members of your school community feel included. One way is to create "**Safe Space**" signs for teachers to display in their classrooms designating their support for LGBT students. See the Safe Schools Coalition's website² for examples. What other steps could you take to make your school safer for everyone?



Source: Fellowship of Reconciliation



Source: Library of Congress

¹ <http://gsanetwork.org/resources/gsa-actions-events/conducting-school-survey>
² <http://www.safeschoolscoalition.org/RG-posters.html>

GSA ACTIVITIES

BROTHER OUTSIDER

GSA Activities: In Your School

Make Your Heroes Known

Educate your school about LGBT and other **activist heroes**. Create a series of **posters** to hang in classrooms or hallways, create a **website** or **podcast**, or produce a YouTube **video** to share with students and teachers. Be sure to think carefully about what heroes have been in the background or made to be outsiders.

You could use **Harvey Milk Day** (May 22), **National Coming Out Day** (October 11), or the **National Day of Silence** (the third Friday in April) as a good way to start a conversation about lesser-known LGBT heroes. Or take advantage of other months or holidays – **Black History Month**, **Martin Luther King, Jr. Day**, **Cesar Chavez Day**, etc. – as a starting place for conversation about LGBT leaders (especially LGBT people of color).

Of course, you'll have to start with some research – here are some good resources on the web, or see page 14 of the guide for additional books, films, and more:

- Equality Forum's GLBT History Month website¹
- Famous COLAGeRs (people with LGBT parents)²
- GLSEN's History Match-Up Game³
- Wikipedia's list of Notable LGBT People in the US⁴



Source: Library of Congress

1 <http://www.glbthistorymonth.com>
2 <http://colage.org/resources/famouscolagers.htm>
3 http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/295-1.PDF
4 http://en.wikipedia.org/wiki/Category:LGBT_people_from_the_United_States

GSA ACTIVITIES

BROTHER OUTSIDER

GSA Activities: In Your Community

In Your Community

Make History

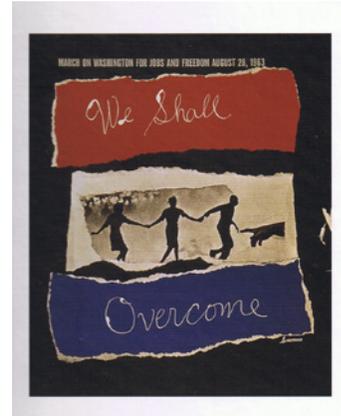
If there's one thing that can be learned from Bayard Rustin's story, it's that changes large and small can be achieved through a clear commitment to **justice**, a solid **strategy**, and lots of **hard work**. But Bayard Rustin didn't work alone – he worked as part of broader movements.

Think about the major issues in your community and the world as a whole:

- What issues has the LGBT community defined as key to LGBT rights?
- What other national or international issues are activists responding to? (You may want to think about things like climate change, international human rights issues, etc.)
- How are LGBT people affected by issues that may not be seen as specifically related to LGBT equality, like immigration, poverty, or the environment?
- How does Rustin's belief that "We are all one" help you think about how to approach activism?

Research **organizations** that are involved in work that you and your GSA care about. How can you plug in? Consider inviting a **speaker** to give a presentation to your GSA or school. Does the organization have an event coming up that members of your GSA could **volunteer** at? Maybe there are letter-writing or other **campaigns** that you could take part in. See if there are volunteer or **internship** opportunities with an organization. Is there a way to connect a larger issue to a campaign in your school?

Remember that all tasks – from giving speeches to stuffing envelopes – are important to building a successful movement!



Source: Library of Congress



Source: Estate of Bayard Rustin

BROTHER OUTSIDER

Resources

Brother Outsider Resources

Brother Outsider official website: Includes additional background material, curriculum resources, and more. www.rustin.org

PBS' POV website: Includes additional curriculum resources, interviews with LGBT activists, and more. www.pbs.org/pov/brotheroutsider/

Organizations & Web Resources

The Bayard Rustin Papers: A repository of Rustin's papers. www.lib.unc.edu/cdd/crs/socsci/afro/print/leaders.html#brp

Equality Forum: Produces web-based resources for GLBT History Month in October, featuring a famous LGBT icon each day. www.equalityforum.org

GLBT Historical Society: Collects, preserves, and exhibits materials related to history, arts, and culture of LGBT and other sexual minority communities, identities, and practices. www.glbthistory.org

The King Center: A museum, library, archive, and "living memorial" to Dr. King's legacy and teachings. www.thekingcenter.com

Lesbian Herstory Archives: Home to the world's largest collection of materials by and about lesbians and their communities. www.lesbianherstoryarchives.org

Martin Luther King, Jr. Research and Education Institute: A research center and home to the King Papers Project. <http://mlk-kpp01.stanford.edu/>

ONE National Gay & Lesbian Archives: Houses the world's largest research library on LGBT heritage and concerns. www.onearchives.org

Transgender History: A timeline of major events and important individuals in transgender history. www.transgenderzone.com/features/timeline.htm

Books

Bayard Rustin and the Civil Rights Movement. Daniel Levine. New Brunswick, New Jersey: Rutgers University Press, 2000.

Bayard Rustin: Behind the Scenes of the Civil Rights Movement. James Haskins. New York: Hyperion Books for Children, 1997.

Bayard Rustin: Troubles I've Seen. Jervis Anderson. New York: Harper Collins Publishers, 1997.

Lost Prophet: The Life and Times of Bayard Rustin. John D'Emilio. New York: The Free Press, 2003.

Sister Outsider: Essays and Speeches. Audre Lorde. Trumansburg, NY: Crossing Press, 1984.

We Are One: The Story of Bayard Rustin. Larry Dane Brimmer. Honesdale, PA: Calkins Creek Books, 2007.

Films

Bullied: A Student, A School and a Case That Made History. Teaching Tolerance, 2010.

Brother to Brother. Rodney Evans. Wolfe, 2004.

Hope Along The Wind: The Life of Harry Hay. Eric Slade. Frameline, 2001.

No Secret Anymore: The Times of Del Martin & Phyllis Lyon. JEB (Joan E. Biren). Frameline, 2003.

Out of the Past: The Struggle for Gay and Lesbian Rights in America. Jeff Dupre. GLSEN, 1997.

Screaming Queens: The Riot at Compton's Cafeteria. Victor Silverman & Susan Stryker. Frameline, 2005.

The Times of Harvey Milk. Rob Epstein. New Yorker Video, 1984.

BROTHER OUTSIDER

Resources

Resources for Teachers

The following national and statewide organizations can offer resources to teachers, students, or GSAs who may face resistance or harassment in their schools for teaching about LGBT subjects.

American Civil Liberties Union (ACLU): Works in the courts, legislatures, and communities to defend and preserve the individual rights and liberties guaranteed to all people in the US by the Constitution. www.aclu.org

Gay, Lesbian, Straight Education Network (GLSEN): Comprised of LGBT and allied individuals who wish to put an end to discrimination, harassment, and bullying based on sexual orientation and gender identity/expression in K-12 schools in the United States. www.glsen.org

Lambda Legal: Oldest national organization pursuing high-impact litigation, education, and advocacy on behalf of LGBT people and people with HIV. www.lambdalegal.org

National Center for Lesbian Rights (NCLR): A non-profit, public interest law firm that litigates precedent-setting cases, advocates for equitable public policies affecting the LGBT community, provides free legal assistance, and conducts community education. www.nclrights.org

Safe Schools Coalition: An international public-private partnership in support of LGBT youth that is working to help schools become safe places where every family can belong, where every educator can teach, and where every child can learn. www.safeschoolscoalition.org

Transgender Law Center: California's first statewide transgender legal organization, specializing in individualized legal information, transgender rights and advocacy materials, and transformative public-policy work. www.transgenderlawcenter.org

Recommended Books & Films for LGBT & Ally Youth

Check out GSA Network's website¹ for additional books and films targeted at LGBT youth and their allies, teachers, and parents.

Additional Support from GSA Network

GSA Network staff members are also available to work with student activists and teachers who face harassment, intimidation, or other opposition to an LGBT-inclusive curriculum or the work of GSA clubs.

Contact your **Regional Program Coordinator**² for additional information and support.

¹ <http://www.gsanetwork.org/resources>

² <http://gsanetwork.org/about-us/staff>

BROTHER OUTSIDER

Timeline: Rustin's Work in the Civil Rights Movement

TIMELINE

- March 17, 1912** Bayard Taylor Rustin is born in West Chester, PA.
- Circa 1929** Rustin, while still a high school student, is arrested at a segregated lunch counter in his home town of West Chester, PA.
- Spring 1942** Rustin boards a bus in Nashville and sits down in the front. When he refuses to move, four policemen drag him out of the bus and beat him. Rustin ends up in the stationhouse discussing pacifism and the philosophy of nonviolence with the assistant district attorney, Benjamin West. He is allowed to leave without being charged or arrested.
- March 1944** Rustin, a Quaker and conscientious objector, refuses to register for the draft. After being found guilty of violating the Selective Service Act, Rustin is sentenced to three years in federal prison and serves 26 months.
- April 1947** Rustin participates in the Journey of Reconciliation — a two-week pilgrimage through Virginia, North Carolina, Tennessee, and Kentucky — in which 16 activists (8 black, 8 white) employ nonviolent direct action methods to test the 1946 Supreme Court decision in *Morgan v. Virginia*, which ruled that segregation is unconstitutional on interstate buses. The riders face the most violent reaction in Chapel Hill, NC, when an angry mob confronts the bus.
- May 20, 1947** Chapel Hill Judge Henry Whitfield finds Rustin and his comrades from the Journey of Reconciliation guilty of violating the state's Jim Crow bus statute. They are sentenced to perform hard labor on a chain gang, to be served in 1949. The African Americans are sentenced to 30 days; the Whites are sentenced to 90 days.
- July 26, 1948** President Truman issues Executive Order 9981, which outlaws segregation in the U.S. military.
- Fall 1948** Rustin visits India to attend a world pacifist conference and to deepen his understanding of Gandhi's techniques of nonviolent protest.
- August 1949** *The New York Post* publishes a five-part series of articles by Rustin, titled "Twenty-Two Days on a Chain Gang," depicting the horrors of the penal system. Rustin's articles cause such furor that they eventually lead to the elimination of prison chain gangs in North Carolina.

BROTHER OUTSIDER

Timeline: Rustin's Work in the Civil Rights Movement

TIMELINE

**May 17,
1954**

In *Brown v. Board of Education*, the U.S. Supreme Court unanimously strikes down the “separate-but-equal” doctrine, declaring racial segregation in schools to be unconstitutional. Approximately one year later, the Court adds that desegregation of schools must happen “with all deliberate speed.”

**December 1,
1955**

Rosa Parks, a highly respected member of the black community in Montgomery, AL, is arrested for her refusal to move to the back of a segregated bus. Within days, leaders of the Montgomery Improvement Association (MIA) launch their historic boycott of all the city's buses. As the boycott continues, Rustin travels to Montgomery and becomes a mentor and adviser to Rev. Martin Luther King, Jr., who is leading the boycott.

1956

FBI Director J. Edgar Hoover creates the COINTELPRO program, formed to monitor and disrupt the Communist Party but which expanded to follow the Black Panther Party; Martin Luther King, Jr.'s Southern Christian Leadership Conference (SCLC); and early homophile groups including the Mattachine Society.

**February 1,
1960**

Four black college students begin a four-day sit-in at a Woolworth's lunch counter in Greensboro, NC, protesting the store's refusal to serve Blacks. Their action inspires six months of sit-ins in Greensboro, as well as other sit-ins and nonviolent actions across the South.

**June 28,
1960**

Rustin resigns from the SCLC after Congressman Adam Clayton Powell, Jr. threatens to spread a false rumor that Rustin is involved in a sexual affair with Martin Luther King, Jr. Powell's threat was intended to derail a protest that Rustin, King, and labor leader A. Philip Randolph were planning for the 1960 Democratic Convention; the protest was called off.

**May 5,
1961**

The first group of Freedom Riders leaves Washington, DC, with the goal of testing the 1960 Supreme Court decision in *Boynton v. Virginia*, which ruled that the interstate bus system must be desegregated. The riders — seven black and six white — are met with violence and arrested in many locations. The Freedom Rides were inspired by the 1947 Journey of Reconciliation, led by Bayard Rustin and George Houser.

**August 28,
1963**

The March on Washington for Jobs and Freedom draws more than a quarter million people to the nation's capital; it is the largest protest of the civil rights movement and the largest protest to that date in U.S. history. The March was initiated by A. Philip Randolph, who with Bayard Rustin had planned a similar march for 1941. Rustin serves as the primary mobilizer and organizer for the March, at which Dr. King delivers his famous “I Have a Dream” speech.

BROTHER OUTSIDER

Timeline: Rustin's Work in the Civil Rights Movement

- July 2, 1964** President Lyndon Johnson signs the landmark Civil Rights Act of 1964 into law, prohibiting racial discrimination in employment, schools, housing, and public facilities.
- August 6, 1965** President Johnson signs the Voting Rights Act of 1965 into law, outlawing discriminatory voting practices and ensuring equality in the voting process. The law specifically targets so-called "literacy tests" and other practices intended to prevent African Americans from voting, and gives the federal government rights to assess certain states' voting procedures.
- April 4, 1968** Dr. Martin Luther King, Jr. is assassinated in Memphis, TN, by James Earl Ray.
- August 20, 1970** Huey P. Newton, Black Panther leader, publishes a pro-gay-liberation editorial, "A Letter from Huey Newton to the Revolutionary Brothers and Sisters about the Women's Liberation and Gay Liberations Movements," in the Black Panther Party newspaper.
- 1977** Rustin meets Walter Naegle, a photographer and archivist, who becomes his life partner until Rustin's death in 1987. During this period, Rustin becomes more outspoken about LGBT issues: he testifies numerous times in favor of a gay-rights bill in New York state and gives speeches around the country in which he notes the connections between the movements for African-American civil rights and LGBT rights.
- February 1980** Rustin, as vice chairman of the International Rescue Committee, goes on a mission to Southeast Asia. With Liv Ullman, Elie Wiesel, and Joan Baez, Rustin organizes a March for Survival to aid refugees in Cambodia.
- August 24, 1987** Rustin dies of cardiac arrest at age 75 following complications related to a ruptured appendix.

BROTHER OUTSIDER

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About Youth In Motion

Youth In Motion is an exciting partnership between Frameline and Gay-Straight Alliance Network that offers free LGBT themed movies to student clubs and teachers in middle and high schools throughout California. Our goal is to give student activists and teachers new tools to educate their peers about lesbian, gay, bisexual, and transgender history and culture (and have fun doing it!). And we believe that an inclusive curriculum is one step to creating truly safe and welcoming schools.

About Frameline

Founded in 1977, Frameline is the nation's only nonprofit organization solely dedicated to the funding, exhibition, distribution, and promotion of LGBT media arts. Frameline's integrated programs provide critical support for emerging LGBT filmmakers, reach hundreds of thousands with a collection of more than 250 films distributed nationally, and create an international stage for the world's best queer cinema through the annual San Francisco International LGBT Film Festival and additional year-round screenings and cinematic events. For more information, visit www.frameline.org.

About GSA Network

Founded in 1998 in California, Gay-Straight Alliance Network is a youth leadership organization that empowers youth activists to fight homophobia and transphobia in schools through Gay-Straight Alliance (GSA) clubs. In ten years, GSA Network has brought GSA clubs to 50% of public high schools in California, impacting more than 1.1 million students. Through a decade of impact, GSA Network has supported more than 30,000 GSA members and intensively trained more than 8,000 LGBT and straight ally youth as leaders who stand up for equality, organize other students, advocate for non-discrimination policies, and create safer schools for all. For more information, visit www.gsanetwork.org.