Visual Aids

California Education and the Environment Initiative

12

Principles of American Democracy Standard 12.3.2.

Active Voices: Civil Society and the Environment

California Education and the Environment Initiative

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California Environmental Protection Agency

California Natural Resources Agency

California State Board of Education

California Department of Education

Department of Resources Recycling and Recovery (CalRecycle)

Key Partners:

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Office of Education and the Environment

1001 I Street • Sacramento, California 95814 • (916) 341-6769

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Lesson 5 Acting in Civil Society

None required for this lesson.

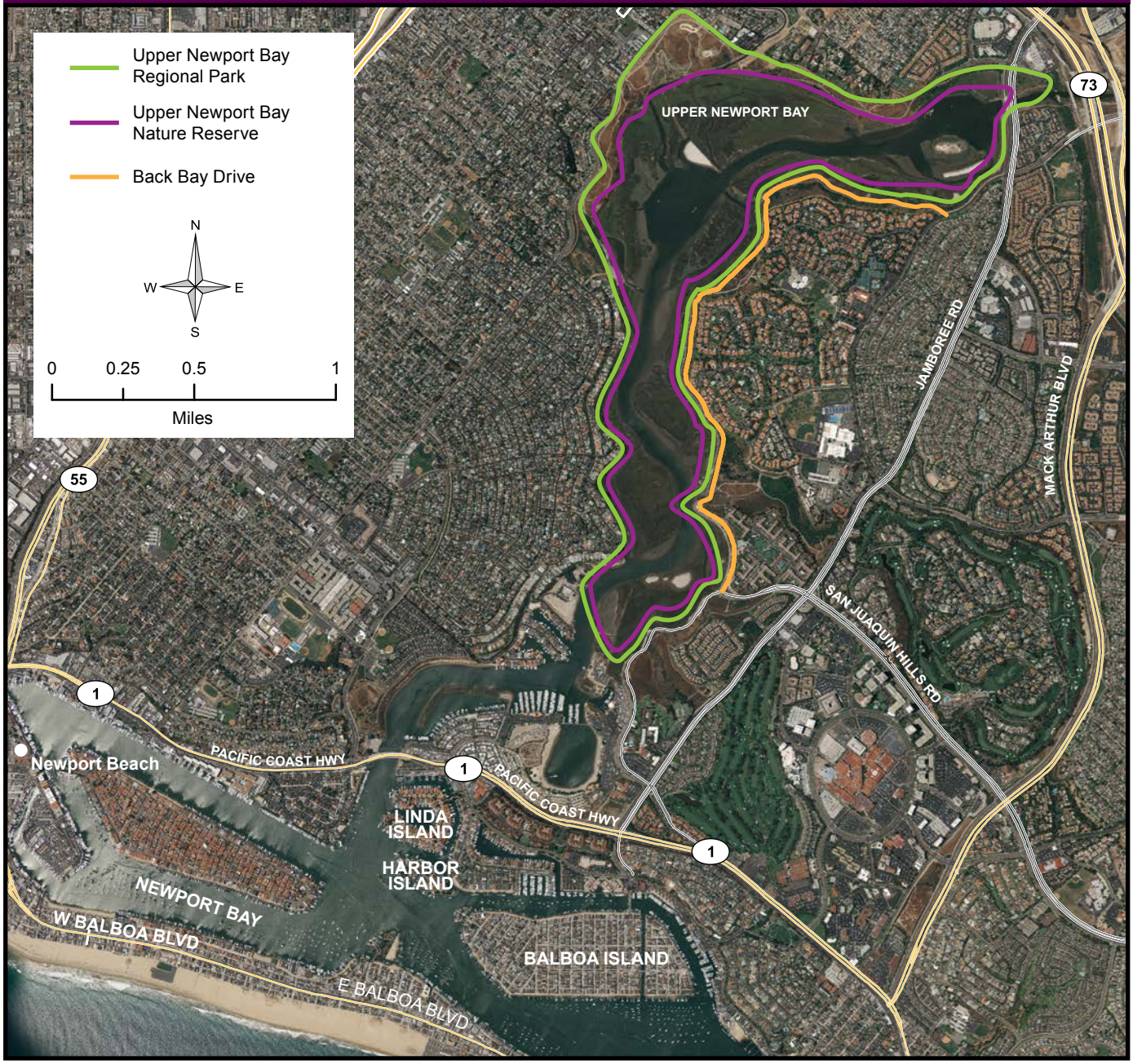
VA #1 An Organized Life

This jacket belongs to a government and economics teacher in California. She, like many Americans, belongs to several groups and organizations.

VA #2 The First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

VA #3 Upper Newport Bay Map



VA #4 Charting What Happened

Describe the Situation (3 points)

_____

_____

_____

Who and What? (3 points each)

Who: _____

What: _____

_____

_____

Who: _____

What: _____

_____

_____

Who: _____

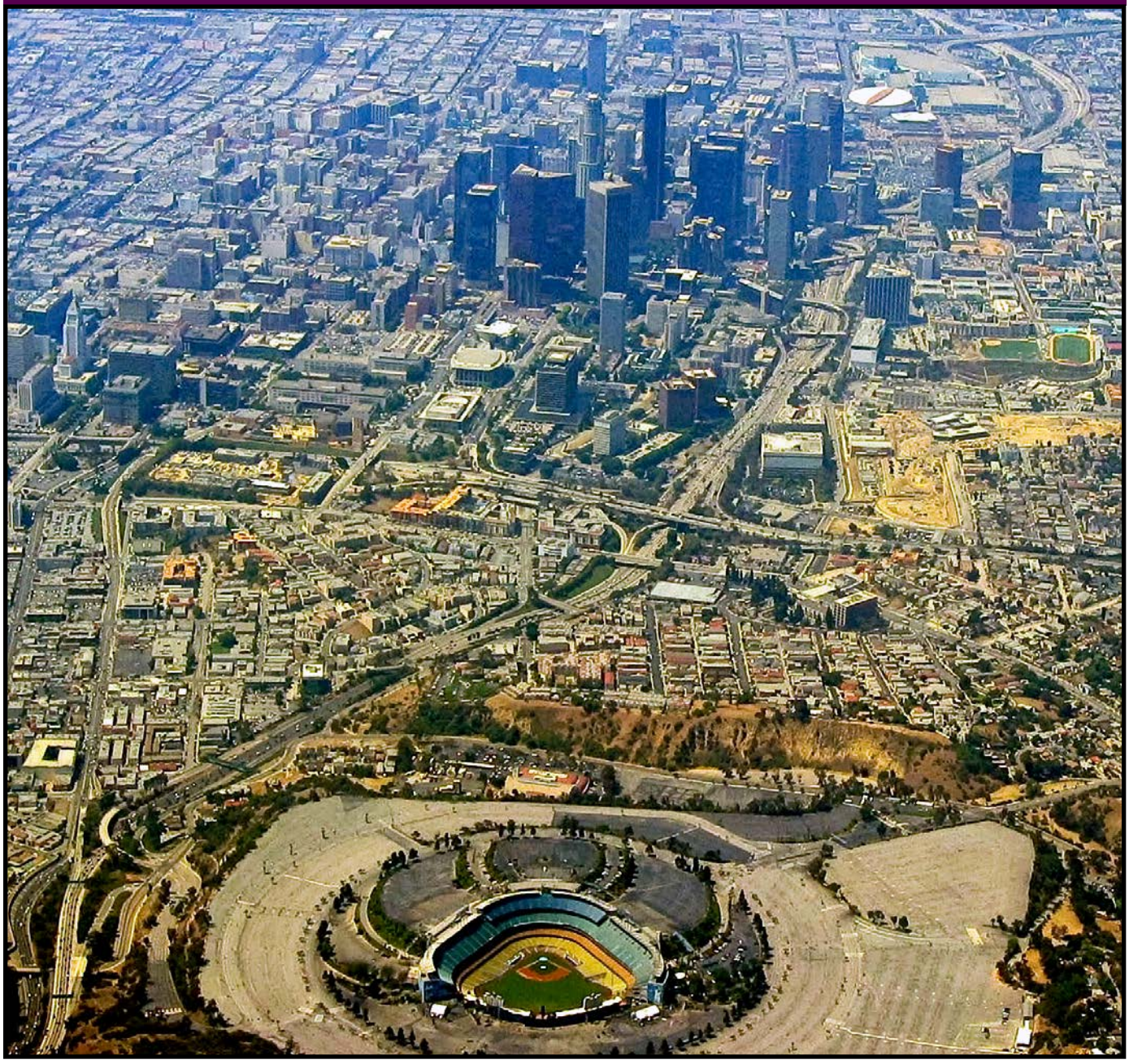
What: _____

_____

_____

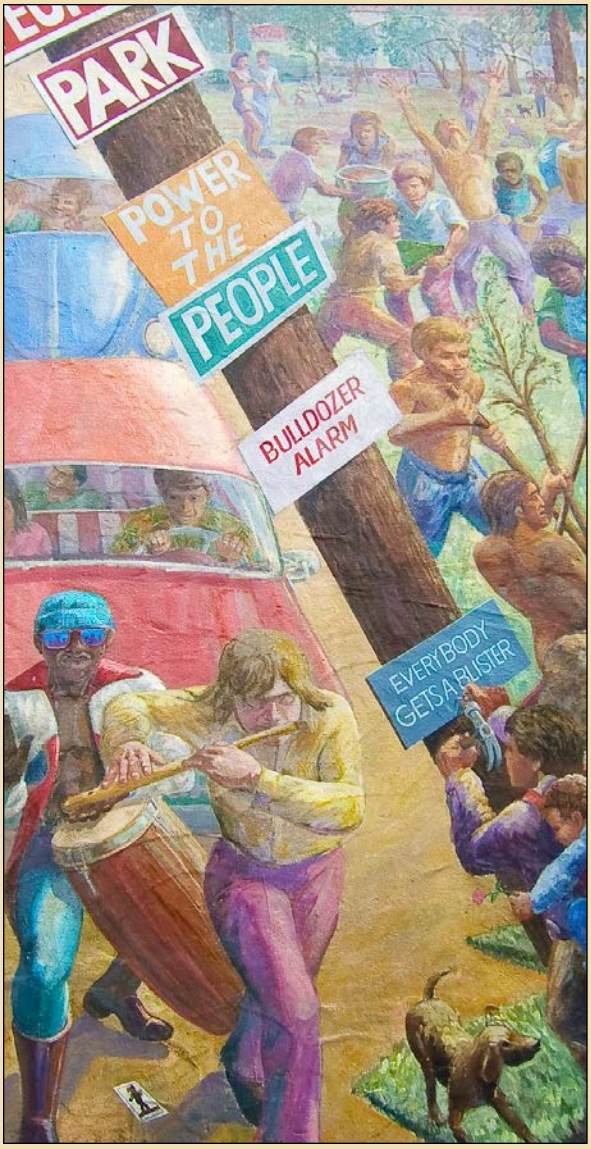
VA #5 Key Points in the Julian Chávez Ravine Dilemma

VA #6 Chávez Ravine After Construction



VA #7 The Evolution of People's Park

The history of People's Park in Berkeley, California, illustrates how individuals use varied strategies to influence government decisions about the use of natural resources.



VA #8 Berkeley in the 1960s…

The 1960s were a turbulent time in the United States, with many university students engaging in protests against the Vietnam War and other injustices they saw in society.

VA #9 The University of California

In the late 1960s, the University of California acquired a small plot of land in South Berkeley through the legal process of eminent domain.

The University intended to build dormitories on the land to house a growing student population.

VA #10 Demolition

In 1968, the University evicted residents and demolished the houses built on the land.

After more than a year, the land still lay vacant.

VA #11 An "Eyesore"

Local residents complained that:

- The space was being wasted.
- The lot was an "eyesore," muddy and full of weeds and garbage.
- The University failed to maintain the land.
- The lot had become an informal parking lot.

VA #12 Taking Action

In April 1969, activists decided to claim the park as a public space and build a park in defiance of the University's legal rights to the property.

They organized through word of mouth and small community newspapers.

They gathered at the vacant lot and began planting trees and grass, painting murals, and holding cultural events.

VA #13 Community Use

In the weeks that followed, members of the surrounding community, including students, merchants, and city residents, used the land as a park.

VA #14 The University Strikes Back

These developments embarrassed University officials.

At first, the University offered to build a soccer field on the land and offered the community a say in how the rest of the land was developed.

But then the University sought to reassert their control of the land.

VA #15 The End of the Park?

On May 13, 1969, the California Highway Patrol moved people off the land and erected a large fence with “No Trespassing” signs.

The UC Berkeley chancellor explained that this action was taken “to reestablish the conveniently forgotten fact that the field is indeed the University’s.”

VA #16 Taking It to the Streets

Activists utilized their rights of free speech and freedom of assembly to actively resist the University.

On May 14, 1969, thousands of people marched down Telegraph Avenue toward the University campus, in support of the park.

VA #17 Tensions Escalate

The protests quickly escalated into a violent confrontation between police, who were attempting to protect the legal rights of the University of California, and angry activists, who wanted the land for a community space.

VA #18 Violence Erupts

The media played an important role in turning support toward the protestors, as disturbing images of rioting and tear gas appeared on national television.

One innocent bystander was killed by police gunfire, and many other people were injured during the rioting.

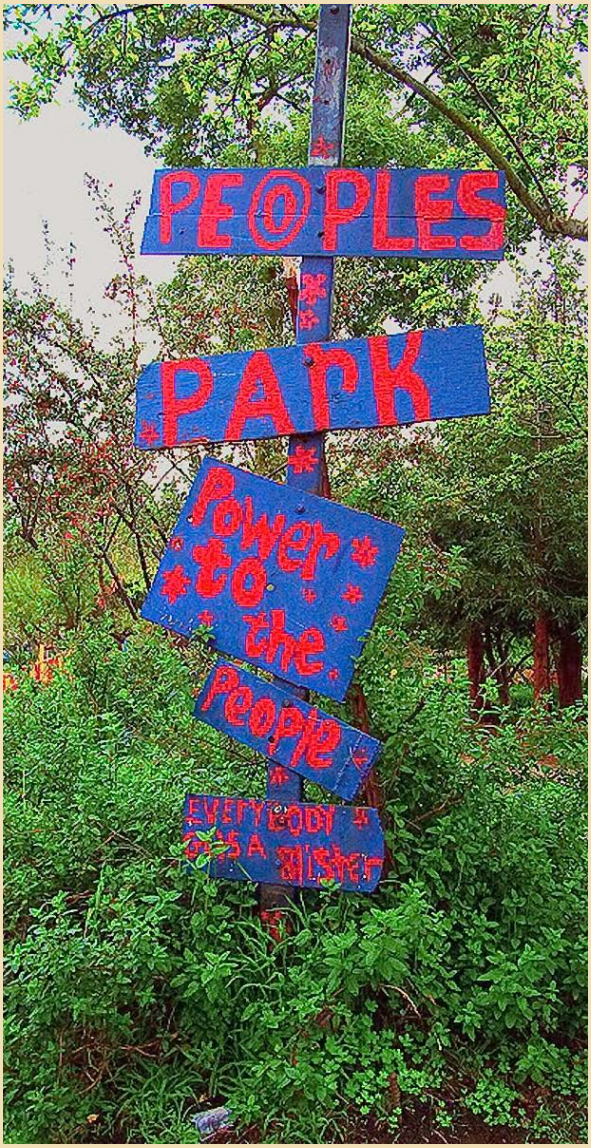
VA #19 Law and Order

Governor Ronald Reagan eventually called in the National Guard to reestablish law and order.

VA #20 The University Concedes

After the riots, the University of California allowed the local residents to continue to use the land as a park.

Even today, however, use of the park is contested.



VA #21 People's Park… For Now

In 2007, the University commissioned a study of the park's current state and future possibilities, which alarmed community members who continue to assert that they have the right to use the land for gardening, cultural events, providing services for the homeless, and other uses.

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