

## Lesson Plans

# NEA Human and Civil Rights Awards Program

## Lessons Learned from NEA's Social Justice Advocates

**DANIEL RODRIGUEZ**

George I. Sánchez Memorial Award

Additional lesson plans written about other NEA Human and Civil Rights awards honorees can be located at [www.nea.org/hcrawards](http://www.nea.org/hcrawards).

### About the NEA Human and Civil Rights Awards Program

The Human and Civil Rights Awards Program began as an activity of the American Teachers Association (ATA). In 1966, when the ATA merged with the National Education Association (NEA), the two organizations agreed that NEA would continue to sponsor the traditional awards dinner at the time of the NEA Representative Assembly.

As conceived by ATA, the awards program honors individuals who have expanded educational opportunities for minority students and educators and improved intergroup relations in the public schools.

As implemented by NEA, the awards program continues the ATA tradition and keeps it current. In homage to ATA, NEA presents awards named for two great Black educators: Dr. H. Councill Trenholm, who served as ATA's

executive director from 1939–1960, and Dr. Carter G. Woodson, who founded the Association for the Study of African-American Life and History. And to keep the ATA tradition current, NEA periodically adds new awards to reflect contemporary rights issues.

### About the NEA Human and Civil Rights Awards Program Lesson Plans

The purpose of the NEA Human and Civil Rights Awards Program Lesson Plans is to share the stories of the NEA Human and Civil Rights Awards Recipients. Through the sharing of their stories educators can help students identify traits of these exemplary social justice leaders.

Bigger questions in social justice education can be examined and reflected upon (e.g., What does a person who stands for social justice and human and civil rights do? What actions do they take? How do they feel and behave? What are their contributions to society? How did their childhood and background influence who they are and determine

### Teaching Tip:

You may have students in your classroom who are immigrants, undocumented immigrants or have family members who are undocumented immigrants. Be mindful of this during class discussions and be prepared to guide a respectful and supportive discussion. Also keep in mind that no specific information about a student should be disclosed by anyone other than a student him or herself. Information that is shared must be at the person's own choosing. Please refrain from asking students to disclose personal information and if a student approaches you about wanting to share, talk with him or her in advance about how to do so while ensuring that the student feels comfortable and safe.

# Daniel Rodriguez

## Lesson Introduction

*About the NEA Human and Civil Rights Awards Programs Lesson Plans continued*

their path to being a leader and a advocate? How can I become a social justice and human and civil rights advocate? Why is it important and what does it mean to exhibit leadership for social justice? What does it look like when I do that? What are my influences and what lessons can I learn from this advocate that will help me become a person who takes action on behalf of others to ensure social justice and human and civil rights?) Four anchor standards related to Social Justice Education identified by Teaching Tolerance, a project of The Southern Poverty Law Center (<http://www.tolerance.org>), will be addressed.

### **About the Award: George I. Sánchez Memorial Award**

George I. Sánchez (1906–1972) was an educator and scholar who devoted his life to improving the education of Hispanic children. He worked his way through the University of New Mexico (UNM) teaching in small rural schools. He earned a Ph.D. from the University of California at Berkeley. Sánchez served as President of the New Mexico Education Association (1935–36) and led the fight to equalize school funding. This cost him a promised tenured professorship at UNM, but he went on to enjoy a distinguished career at the University of Texas.

### **About the Honoree: Daniel Rodriguez**

Daniel Rodriguez was born in Monterrey, Mexico. He came to Phoenix, Arizona with his mother when he was seven years old. He grew up in Phoenix, he says, “as normal as any other brown kid could.”

Daniel’s high school counselor told him he was not able to attend college because he was undocumented. Fortunately, another counselor encouraged Daniel not to give up on college and to focus on his grades and school involvement. He

did both. He excelled academically and he joined school clubs, including becoming vice president of the Black Student Union (BSU). With the BSU, he learned about a group of people who had to struggle to be recognized as full human beings and Americans. He saw the similarities with his own struggle.

At Arizona State University (ASU), Daniel Rodriguez continued to excel academically and he became a full-fledged activist. In 2008, he founded what would become the Arizona Dream Act Coalition (ADAC). He understood the importance of organizing the undocumented community where so many live in the shadows. He organized leadership development trainings focusing on the power of shared stories. He came out publicly as an undocumented person, while other youth often used pseudonyms to protect their identity.

By 2009, the undocumented in Arizona lived in fear because of the state’s anti-immigrant policies and the terrorizing tactics of people like Maricopa County Sheriff Joe Arpaio. So Daniel Rodriguez began to organize “Coming Out of the Shadows” events in public forums to create a space for undocumented youth to confront their fears by sharing their stories publicly. In 2010, Daniel led a three-week action in which immigrant youth camped outside Senator John McCain’s office in Phoenix, asking the Senator to support the Dream Act.

Daniel graduated Magna Cum Laude from ASU with a B.A. in Political Science and English Literature. He received many awards, including the Most Outstanding Hispanic Undergraduate at ASU and the Ross Rice Award for Excellence

To learn more about the Daniel Rodriguez’s advocacy work go to [www.somosamerica.org](http://www.somosamerica.org) and to learn more about the Dream Act go to [www.adl.org](http://www.adl.org).

in Political Science. In his third year at the Sandra Day O'Connor College of Law, he was the only undocumented student in the law school. He has served as president of the Somos America/We Are America Coalition, the largest immigrant rights coalition in Arizona. He has also helped create the Queer Undocumented Immigrant Project in Phoenix. Both the immigrant and the LGBT communities have recognized Daniel Rodriguez's leadership.

### Meeting National Education Standards

#### Teaching Tolerance Project Framework

*Southern Poverty Law Center*  
[www.splcenter.org](http://www.splcenter.org)

#### Identity

- ▶ Students will develop positive social identities based on their membership in multiple groups in society.
- ▶ Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- ▶ Students will recognize that people's multiple identities interact and create unique and complex individuals.
- ▶ Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- ▶ Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

#### Diversity

- ▶ Students will express comfort with people who are both similar to and different from them and

engage respectfully with all people.

- ▶ Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- ▶ Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- ▶ Students will respond to diversity by building empathy, respect, understanding and connection.
- ▶ Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

#### Justice

- ▶ Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- ▶ Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- ▶ Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- ▶ Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

The NEA Human and Civil Rights Awards Program lesson plans support curriculum standards across all content areas. The standards listed reference anchor standards (or broader "umbrella" K-12 concepts) for Social Justice and English Language Arts.

- ▶ Students will identify key figures and groups, seminal events and a variety of strategies and philosophies relevant to the history of social justice action around the world.

### Action

- ▶ Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- ▶ Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- ▶ Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- ▶ Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- ▶ Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

*National Governors Association Center for Best Practices and the Council of Chief State School Officers*

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

### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- ▶ Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- ▶ Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ▶ Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- ▶ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ▶ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ▶ Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

- ▶ Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### Range of Reading and Level of Text Complexity

- ▶ Read and comprehend complex literary and informational texts independently and proficiently.

### College and Career Readiness Anchor Standards for Writing

#### Text Types and Purposes

- ▶ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ▶ Write informative/explanatory texts to examine

# Daniel Rodriguez

## Lesson Introduction

*Writing Anchor Standards continued*

and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- ▶ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

- ▶ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ▶ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- ▶ Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- ▶ Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ▶ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ▶ Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- ▶ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **College and Career Readiness Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- ▶ Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ▶ Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ▶ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- ▶ Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- ▶ Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ▶ Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **College and Career Readiness Anchor Standards for Language**

### **Conventions of Standard English**

- ▶ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ▶ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# Daniel Rodriguez Lesson Introduction

*Language Anchor Standards continued*

## Knowledge of Language

- ▶ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Vocabulary Acquisition and Use

- ▶ Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- ▶ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ▶ Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## DANIEL RODRIGUEZ'S LESSON OVERVIEW (BY GRADE BAND)

	OPENING THE LESSON	LEADING THE LESSON	CLOSING THE LESSON
K-2	Thinking of the Future	Understanding Advocacy	What it Means to Dream
3-5	Pieces of the Future	Putting the Pieces Together with an Eye for Justice	Your Own Dreams
6-8	Examining Quote Themes	What Inspires a Social Justice Advocate?	We are all Dreamers
9-12	Introduction of Daniel Rodriguez and The Dream Act	A Dream Research Assignment	Dream Out Loud

The lesson for each grade band can be found at [www.nea.org/hcrawards](http://www.nea.org/hcrawards).