

Lesson Plans

NEA Human and Civil Rights Awards Program

Lessons Learned from NEA's Social Justice Advocates

JERRY GORE

Carter G. Woodson Memorial Award

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 human 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 their path to becoming 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

Additional lesson plans written about other NEA Human and Civil Rights awards honorees can be located at www.nea.org/hcrawards.

Jerry Gore Lesson Introduction

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

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 also be addressed throughout the lessons plans.

About the Award: Carter G. Woodson Memorial Award

Carter G. Woodson (1875-1950), a scholar and historian, founded the Association for the Study of African-American Life and History, published books and journals about Black history, and initiated what is now Black History Month. He is known as the father of Black history.

NEA jointly presents the Carter G. Woodson Memorial Award with the Association for the Study of African-American Life and History. The award is presented to an individual, NEA affiliate, or institution whose activities in Black affairs significantly impact education and the achievement of equal opportunity.

About the Honoree: Jerry Gore

Poet Rita Dove once wrote:
What's invisible
sings, and we bear witness.

Jerry Gore helps us hear the voices of slaves who risked everything to achieve their freedom, and he helps us bear witness to those who helped the slaves on the Underground Railroad. Retired from Morehead State University where he taught Black History, Jerry Gore established an Underground Railroad Museum in Maysville, Kentucky, called Freedom Time.

Mr. Gore has unearthed much of the Underground Railroad history of Maysville, Kentucky to Ripley, Ohio, across the Ohio River. He created Pictorial

History of Maysville, Kentucky, Washington County and Ripley, Ohio. And he has brought all that he has learned to life by creating a Freedom Time Tour. As the Tour's informational flier states, it allows you to "retrace the path to freedom for human justice and dignity and explore the secret hiding places and trails used by enslaved Africans and conductors of the Underground Railroad."

The Freedom Tour has had a major impact on students who have only read about the Underground Railroad. Kentucky Education Association Diversity Committee Member reports that "Mr. Gore's tour was life changing." Mr. Gore has mentored many students from Morehouse State University. "Education is key to a better life and a better world if people are soundly educated in the fact," says Mr. Gore. "We try with all our heart and soul to have a clear understanding of history and relationships in history, including life and social issues."

To learn more about Jerry Gore, the Freedom Tour, and the Underground Railroad go to freedomundergroundrailroad.com.

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In West Africa, the storyteller, or "griot," is a revered figure who links the past with the present, enriching people's everyday lives. Jerry Gore is an African-American griot.
.....

Moreover, Jerry Gore is more than a local historian. He has designed a Multicultural Curriculum that is aligned with the Kentucky Program of Review Standards. He is a consultant on the history of the Underground Railroad to the U.S. National Park Service. And he coordinated the Bi-National Underground Railroad Field Study for Parks Canada and the U.S. National Parks Service. He serves on the International Underground

Jerry Gore

Lesson Introduction

About the Honoree: Jerry Gore continued

Railroad Association Advisory Board and on the Board of Directors of Pathways, Inc., a not-for-profit human services organization.

Meeting National Education Standards

Teaching Tolerance Project Framework

Southern Poverty Law Center
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.
- ▶ 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

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.

Action Anchor Standards continued

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

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 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.

Jerry Gore

Lesson Introduction

Writing Anchor Standards continued

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.

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.

Jerry Gore Lesson Introduction

Language Anchor Standards continued

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.

JERRY GORE LESSON OVERVIEW (BY GRADE BAND)

| | OPENING THE LESSON | LEADING THE LESSON | CLOSING THE LESSON |
|------|---|---|--|
| K-2 | Learning from the Past | Role Play: Helping Others | A Word About Jerry Gore |
| 3-5 | Introduction to the Underground Railroad | Underground Railroad Stations | What Would Jerry Gore Say? |
| 6-8 | A Window into the Past | 5 W's about Underground Railroad | Advocacy Concept Web |
| 9-12 | Introduction to Jerry Gore's and Addison White's Journey with Slavery | Understanding the Underground Railroad and Why It Matters to Understand | Poignant Potables: Social Justice Advocacy is Strengthened by Looking Back to Move Forward |

The lesson for each grade band can be found at <http://www.nea.org/hcrawards>.