

Lesson Plans

NEA Human and Civil Rights
Awards Program

Lessons Learned from NEA's Social Justice Advocates

SUSAN ANGLADA BARTLEY

H. Councill Trenholm Memorial Award

**Lesson At-A-Glance**

- ▶ **Opening the Lesson:**
Defining Social Justice
- ▶ **Leading the Lesson:**
Name Something Important
- ▶ **Closing the Lesson:**
Synonyms of Social Justice

Objective(s)

- ▶ Students will define social justice and identify examples of social justice activism.
- ▶ Students will identify personal character traits that are examples of social justice advocacy.
- ▶ Students will discuss the impact of the social justice contributions of Susan Bartley.

Materials/Preparation

- ▶ Chart paper (one piece)
- ▶ Markers, colored pencils, crayons, tape
- ▶ Handout 1: Social Justice Vocabulary Card (make one copy per student)
- ▶ Handout 2: Name Something Important about Social Justice (make one copy per student)
- ▶ Handout 3: Synonyms of Social Justice (make one copy per student)
- ▶ Prior to teaching the lesson familiarize yourself with Susan Bartley's background by reading the Lesson Plan Introduction that can be found at www.nea.org/hcrawards

To help students understand the concepts of fairness and justice, consider reading them a children's story that helps to illustrate the concepts. Try **Picture Book of Anne Frank** by David Adler and **The Sneetches** by Dr. Seuss.

Suggested Grouping Structures

Whole group discussion, independent work, and partner discussion.

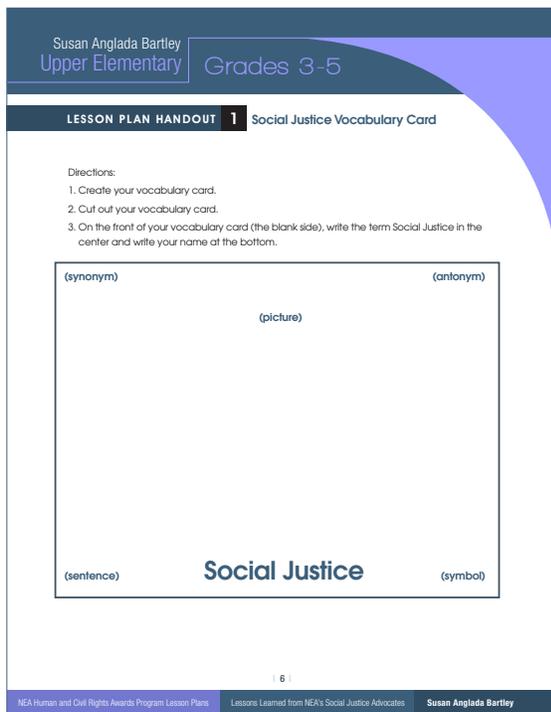
Estimated total lesson time: 50 minutes

Opening the Lesson (15 minutes)

Defining Social Justice

1. **Tell** the class that you want to share a story with them about a very special educator who was given an award by the National Education Association for being a Human and Civil Rights leader and Social Justice advocate.
2. **Ask** students what they think a Social Justice advocate is and what kinds of things he or she might do. Ask for several volunteers to share. Discuss responses as a class. (If students need prompting to discuss the term social justice, say, "Another word for just is fair, if you think of what the word fair means it may help you think of what just and justice means, for example, treating everyone fairly under established rules and laws, following classroom rules. Justice is important in order to make our homes, school, community and world a better place for all people. This is called social justice. It means justice in our society and communities and places where we interact and get along such as schools and playgrounds. It means, treating all people with honesty and respect, giving everyone equal opportunities to succeed, cooperating with one another, celebrating the uniqueness and differences of everyone, and making sure others are not treated badly." If students need prompting to discuss the term advocate, say, "A person who stands up for the fair treatment of others is also called an advocate.")
3. **Ask** students what they think a Human and Civil Rights leader is and what kinds of things one might do. Ask for several volunteers to share. Discuss responses as a class.
4. **Tell** the class that you want them to learn about Susan Bartley. Explain that Mrs. Bartley is a high school teacher at Franklin High School in Portland, Oregon. Show the class where Oregon is on a map. (Note: If your school is in Oregon, then you can be more specific with geographic locations within your state in relation to the school where Mrs. Bartley works.)
5. **Tell** the class that Mrs. Bartley won an award from the National Education Association called the H. Council Trenholm Memorial Award. She won the award for advocating for all of her students to be treated fairly.
6. **Tell** the class that H. Council Trenholm Memorial Award is given to a person for his or her work beyond the call of duty to make education fair for everyone and to make sure that all students have the same opportunities. Say, "Mrs. Bartley wanted all of her students to have a chance to take advanced classes that would help them in their future. She wanted all of her students to have a chance to succeed. She created special classes and workshops to help students with their college applications and writing assignments."
7. **Ask** the class to think to themselves for a moment about some of the words they think of when they think of the efforts of Mrs. Bartley and people who make a difference like her. Tell students to keep those words and ideas in their heads for a moment.

8. **Ask** for a student volunteer to remind the class what a synonym is. Have the class brainstorm a list of synonyms or words that are similar in meaning or related to social justice including the words they have just thought about a moment ago. Record the words on chart paper labeled, "Synonyms of Social Justice". (Possible answers: friendship, fairness, citizenship, honesty, respect, etc.)



9. **Distribute** Handout 1 (Social Justice Vocabulary Card) and tell students the directions for completing the vocabulary card.
- ▶ They will be making a vocabulary card for the term Social Justice.
 - ▶ In the top left corner: write a synonym for the term (they can use their own ideas or one of the ideas recorded on the card).

- ▶ In the top right corner: write an antonym for the term (if necessary review what an antonym is and ask students to share some examples with the class).
- ▶ In the center of the card: draw a picture that illustrates and helps them understand the meaning of Social Justice.
- ▶ In the bottom left corner: write a sentence using the term social justice.
- ▶ In the bottom right corner: create a symbol or icon for Social Justice (if necessary explain what a symbol or icon is and clarify the difference between what the illustration/ drawing in the center should be and what the icon should be).
- ▶ When finished, cut out the vocabulary card.
- ▶ On the blank side of the vocabulary card: write the term Social Justice in the center and write their name at the bottom.

Leading the Lesson (20 minutes)

Name Something Important

10. **Assign** partners and have students meet with a partner to share their vocabulary cards. If there are any synonyms listed on their cards that are not already on the chart, have students come up to the poster and add those words to the chart.
11. **Call** attention to the synonyms chart again and ask students to think of other leaders and advocates throughout history who have fought for justice and fairness. Call on volunteers to name a few.
12. **Distribute** Handout 2 (Name Something Important about Social Justice) and tell students the directions for writing an Acrostic Poem about Social Justice using their names.



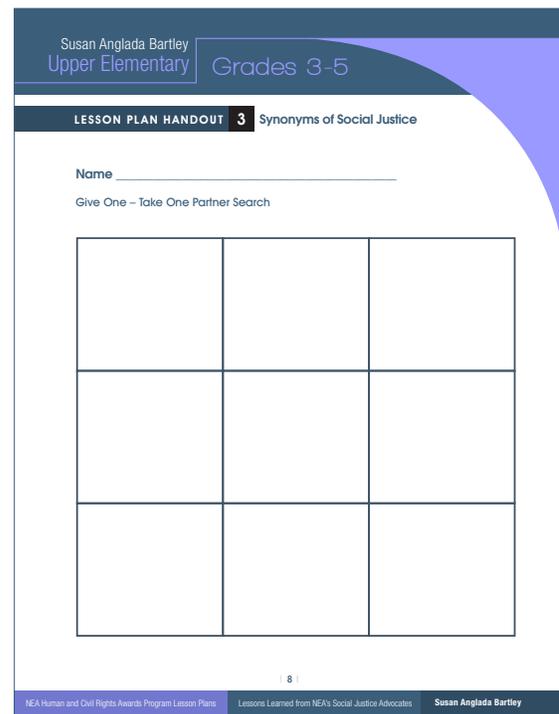
13. **Explain** what an acrostic poem is. Give an example using Mrs. Bartley's name.
14. **Provide** practice by working together as a class to develop an acrostic poem for one of the Human and Civil Rights leaders listed during step 11.
15. **Tell** students that they can use the list of synonyms to create the poem.
16. **Allow** several minutes for students to write the first draft of their poems on blank paper and then design and publish their final version on Handout 2.
17. **Post** the poems around the classroom and give students a few minutes to walk around and look at the poems.
18. **Call** the class back together and ask them to think for a moment to themselves. Say, "Based on Mrs. Bartley's social justice focus on equality in education, what words might she

have chosen for her own poem?" After a view minutes, call on a few volunteers to share their answers.

Closing the Lesson (15 minutes)

Synonyms of Social Justice

19. **Cover** the Synonyms of Social Justice poster from the Opening the Lesson activity.
20. **Distribute** Handout 3 (Synonyms of Social Justice) and tell students the directions for the Give One - Take One Partner Search activity.
 - ▶ They will choose one word that summarizes what Social Justice means to them that has been discussed during the lesson today. They should do this from memory and that is why the list has been covered.
 - ▶ Record the word they choose in the first block on the Give One - Take One recording chart.



- ▶ When you give a signal, they will move about the room until you give the signal again. When they hear the signal, they have to find a partner.
- ▶ With that partner, they have 30 seconds to “Give” a word to their partner from their chart and “Take” a word from their partner’s chart to record on their own.
- ▶ They must try to record a new word for every square on their charts.
- ▶ Wait about 30 seconds, give the signal to walk around, and then give it again to find a partner. Repeat the process nine times.

21. **Allow** time for students to complete the activity. Call the class back together and ask, “Which one synonym might Mrs. Bartley have picked to record in her first square if she were to do this activity and why?”
22. **Ask**, “What are ways we can show justice and fairness in our classroom and at our school?” Call on a few volunteers to share and discuss. (Possible answers: treat all people with kindness, cooperate with one another, be encouraging of all people, work with anyone, be respectful and listen to what others have to say, be willing to do what is best for everyone, follow classroom rules, include everyone in games and activities inside and outside of the classroom, make sure everyone gets a turn, consider how the words you say and actions you take could be hurtful even though you

don’t mean for them to be, don’t leave people out, stand-up for people who are being treated unfairly, get an adult when someone is being bullied, be an advocate.)

Assessment Suggestions

- ▶ Participation in class discussion
- ▶ Informally assess understanding using Handouts 1, 2, and 3

Adaptations, Enrichment, Cross-curricular Opportunities

- ▶ Short on time: Break the lesson up into three mini-lessons (ranging 15-20 minutes time each day).
- ▶ Have students reteach the lesson to younger students at your school by explaining Social Justice to the younger students and partnering with them to create the acrostic poems.
- ▶ Host a family night for your class and have a poetry recital where students read their acrostic poems and other selections of poetry and quotes that represent what Social Justice means to them.

LESSON PLAN HANDOUT

1

Social Justice Vocabulary Card

Directions:

1. Create your vocabulary card.
2. Cut out your vocabulary card.
3. On the front of your vocabulary card (the blank side), write the term Social Justice in the center and write your name at the bottom.

(synonym)		(antonym)
	(picture)	
(sentence)	Social Justice	(symbol)

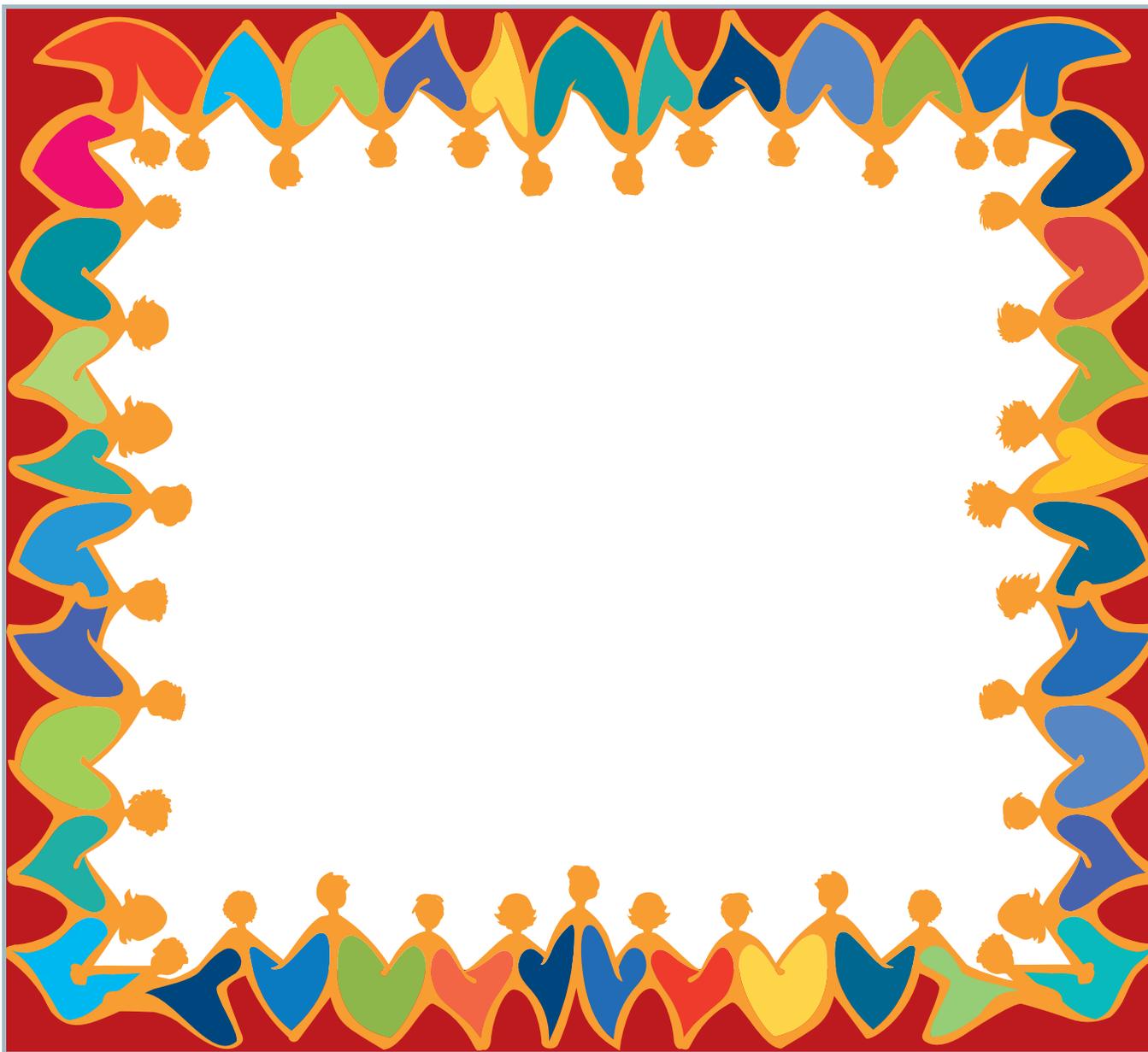
LESSON PLAN HANDOUT

2

Name Something Important about
Social Justice

Name _____

My Acrostic Poem About What it Means to be a Social Justice Advocate



LESSON PLAN HANDOUT

3

Synonyms of Social Justice

Name _____

Give One – Take One Partner Search
