

## 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 Equal Rights
- ▶ **Leading the Lesson:**  
Stories of Equal Opportunity
- ▶ **Closing the Lesson:**  
A Poem of Reflection

### Objective(s)

- ▶ Students will define equal rights and social justice and identify examples of social justice activism.
- ▶ Students will identify works of poetry that evoke inspiration and inspire a call to action for 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, glue, tape
- ▶ Blank writing paper, notebook, or journal
- ▶ Handout 1: Defining Equal Rights (make one copy per student)
- ▶ Handout 2: Introducing Susan Anglada Bartley (print one copy)
- ▶ Handout 3: Poetry Collection Book Cover - Master (print one copy on cardstock, if cardstock is not available, then print on white paper and glue on to construction paper)
- ▶ Handout 4: Poetry Collection Book Cover - Template (print and cut one copy)
- ▶ Handout 5: Poetry Collection Book Page - Template (make one copy per student)
- ▶ Handout 6: Poetry Selection Group Recording Sheet (make one copy per small group of students)

- ▶ Handout 7: A Poem of Reflection (make one copy per small group of students)
- ▶ Have available in the classroom: Poetry collection books, print outs of various poems, access to internet or scheduled computer lab time and bookmark websites with poetry and quotes
- ▶ 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](http://www.nea.org/hcrawards)

### Suggested Grouping Structures

Whole group discussion, independent work, small group work, and partner discussion

Estimated total lesson time: 90 minutes

### Opening the Lesson (15 minutes)

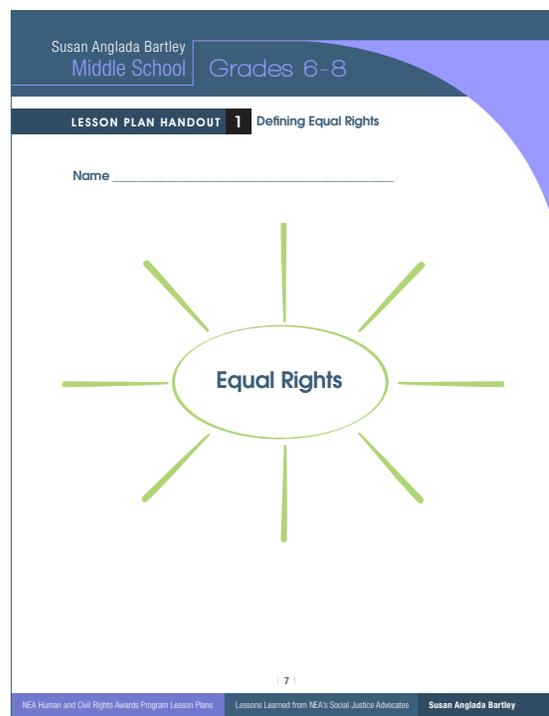
#### Defining Equal Rights

1. **Write** the following quote on the board and ask students to think about the quote for a moment. Ask students what they think the quote is about. Focus on answers from the students that are about equal rights, equal opportunity and fairness.
2. **Define** the concept of equal rights with students.

“Each time a person stands up for an ideal, or acts to improve the lot of others, they send forth a ripple of hope. These ripples build a current which can sweep down the mightiest walls of oppression and resistance.”

- Robert F. Kennedy

3. **Distribute** Handout 1 and ask students to brainstorm areas where equal rights advocacy is necessary.



4. **Call** the class back together. Duplicate the web on the board and have students share their answers and incorporate those answers onto a larger version for the whole class. Add additional spokes as needed. Give students a chance to add ideas from the class discussion onto their own webs as well.
5. **Focus** on areas that are connected to equality or equal opportunities in education.
6. **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.

7. **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.")
8. **Ask** students what they think a Human and Civil Rights leader is and what kinds of things he or she might do. Ask for several volunteers to share. Discuss responses as a class.
9. **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.)
10. **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.
11. **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.
12. **Read** or paraphrase Handout 2 to introduce Susan Bartley to the class.
13. **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."
14. **Refer** to the Equal Rights web and point out the relationship between Mrs. Bartley's activism and the issue area of equality and equal opportunity in education that was listed when creating the web.
15. **Ask** for a student to think of words that are a part of being an advocate (i.e., character traits, actions, feelings and emotions that the person being advocated for may have and that the person who is leading the charge may feel). Create a list of the words students share. (Possible answers: friendship, fairness, citizenship, honesty, respect, etc.).
16. **Direct** attention back to initial quotes posted on the board at the beginning of the lesson. Ask the class to think about how they felt when they first read the quote. Focus on

answers that have to do with being inspired and reflective about how they can make a difference, how they can bring about change.

17. **Tell** students that they will be creating a book that is a collection of quotes, sayings, and poetry that has to do with social justice, equal rights, fairness, advocacy, etc. The book will be a tribute to Mrs. Bartley. Explain that poetry is something that has always inspired her actions as well. She often uses it with her own students. This book will be a way to honor her work. The Poetry Collection book will tell the stories of equal opportunity.

## Leading the Lesson (60 minutes)

### Stories of Equal Opportunity

Susan Anglada Bartley  
Middle School Grades 6-8

LESSON PLAN HANDOUT 2 Introducing Susan Anglada Bartley

**Introducing the National Education Association Human and Civil Rights Awards Program Recipient Susan Anglada Bartley**

In too many high schools, there are too few students from minority or poor families in college prep courses. Teacher Susan Anglada Bartley decided to do something about that in her school, Franklin High School in Portland, Oregon.

Susan Bartley, who is an AP English teacher, created the Advanced Placement Scholar Program that has dramatically increased the number of students of color, socio-economically disadvantaged students, and students who will be the first in their families to go to college. Minority students now represent 40 percent of the students in this AP program.

The Advanced Placement Scholar Program requires students going into the program to take at least four AP classes before they graduate. Teachers throughout the school encourage students who show promise, especially minority and low-income students, English as a second language students, and special education students, to join. Thanks to Susan Bartley's efforts, eight Reed College students are available to tutor Franklin High School students who need help. The tutoring occurs after school, four days a week, and math teachers tutor students in the morning and at lunch. In addition, freshman English teachers have been trained in pre-AP strategies to prepare students.

Educational Support Services Professionals who have evaluated Susan Bartley's performance said, "Mrs. Bartley has done an amazing job of first launching and then expanding the program while designing and coordinating support systems for students to ensure they stay on track as Advanced Scholars Program participant. She has proven to the Oregon Department of Education and to the U.S. Department of Education that, from an equity perspective, students from disadvantaged circumstances can perform at the same high level as the more advantaged students."

Susan Bartley has collaborated with Writers in the Schools to create the College Essay Mentoring Project, which pairs students with professionals to support students who need help with their college admission essays. In addition, Bartley has created targeted academic intervention luncheons for Black and Latino students to review their transcripts and hear from college counselors and college admissions specialists while eating pizza. All of the students who completed the Advanced Placement Scholar Program have gone on to college in recent years, and the number of minority and low-income students who now go from Franklin High School to college has risen significantly.

Bartley's fellow educators at

Cover - Master

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18. **Explain** the steps of the Poetry Collection Book to the class.

- ▶ They will select poems and quotes (they can use the chart of words and concepts that are related and select poems and quotes based upon the larger vision of social justice).
- ▶ Meet as small groups and each group will select five poems for the book.
- ▶ Each person in the class will create a page for the book with a copied poem and quote, the reasoning for the selection, and design and decorate the page.
- ▶ Each person will create a small tile for the cover with a symbol that represents equal rights, social justice, and fairness.
- ▶ The class will create a dedication page for Mrs. Bartley and all people who take the time to advocate for the equal rights of others, a List of Curators for the poetry collection (listing all of the students in the class).

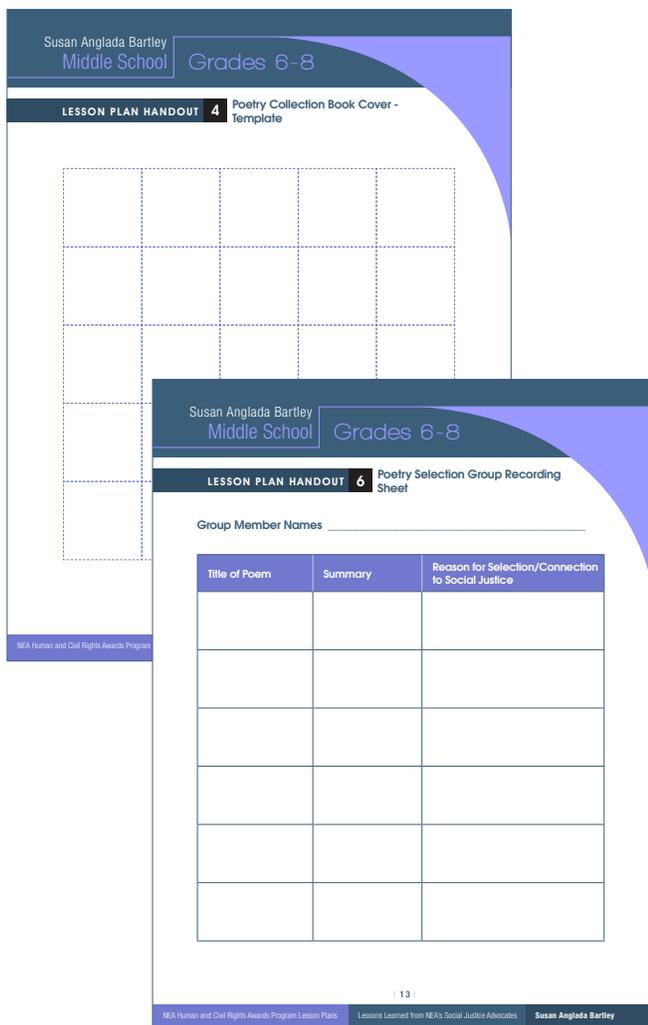
19. **Distribute** blank writing paper or have students take out notebooks or journal. Have the students independently read and select poems and quotes about the topics that resonate with them. Each student should choose a few poems and one quote. Have them record the quotes on their paper and list the titles of the poems and mark the pages in the books, or print out the poems (if working on a computer). Give students about 15 minutes of independent time to select poetry and quotes.

20. **Break** the class into small groups of six and distribute Handout 6 (Poetry Selection Group Recording Sheet). Remind the groups of the tasks at hand.

- ▶ They will choose a recorder for the group.

- ▶ Take turns sharing the poems and quotes they chose.
- ▶ As a group, decide on 6 poems for the Poetry Collection.
- ▶ As a group, decide which person will record and design the page for each poem.

21. **Allow** the groups about 20 minutes to work and then distribute Handout 5 (Poetry Collection Book Page - Template) and the "tiles" for the book cover. Remind students of the steps completing the template and cover tile.



### Poetry Collection Book Components

- Cover page
- Title page
- Dedication page
- List of Curators page
- Illustrated listing of poems and quotes (several pages)
- Back cover

- ▶ Plan placement on the template for the items listed below
- ▶ Record the quote they selected initially (recorded on blank paper)
- ▶ Beneath the quote write a brief statement about why the student picked that quote
- ▶ Record their assigned poem (decided by their groups)
- ▶ Beneath the poem write a brief statement about why their group picked the poem for the Poetry Collection
- ▶ Illustration and accents on the page
- ▶ Cut around the dotted lines and give final copy to the teacher
- ▶ Create a cover "tile" by drawing a symbol or icon for Social Justice on the small square (write your name on the back of the small tile)

22. **Choose** a volunteer (or assign a group or a few students to finish early) to write the dedication page, assemble the cover, assemble the book, list of curators, title page and back cover (these can each be created on extra copies of Handout 5 (Poetry Collection Book Page - Template) and should be cut out when finished to match the size of the rest of the book.

### Closing the Lesson (15 minutes)

#### A Poem of Reflection

23. **When** the book is finished, share it with the class.

Susan Anglada Bartley  
Middle School Grades 6-8

LESSON PLAN HANDOUT 7 A Poem of Reflection

Name \_\_\_\_\_

1. Which poem from the collection speaks the most to you? Explain why.

2. Which poem from the collection has the strongest connection to Social Justice in your opinion? Explain why.

3. Which poem best represents your vision or hopes for the future (for example, for yourself, for your peers, or for society, etc.)? Explain why.

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24. **Distribute** Handout 7 (A Poem of Reflection) and allow students time to complete the handout independently.

25. **Call** the class back together and ask, "Which poem might Mrs. Bartley have picked for each of the three questions on Handout 7 and discuss?"

26. **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 and small group Poetry Book project
- ▶ Informally assess understanding using Handouts 1 and 7

#### Adaptations, Enrichment, Cross-curricular Opportunities

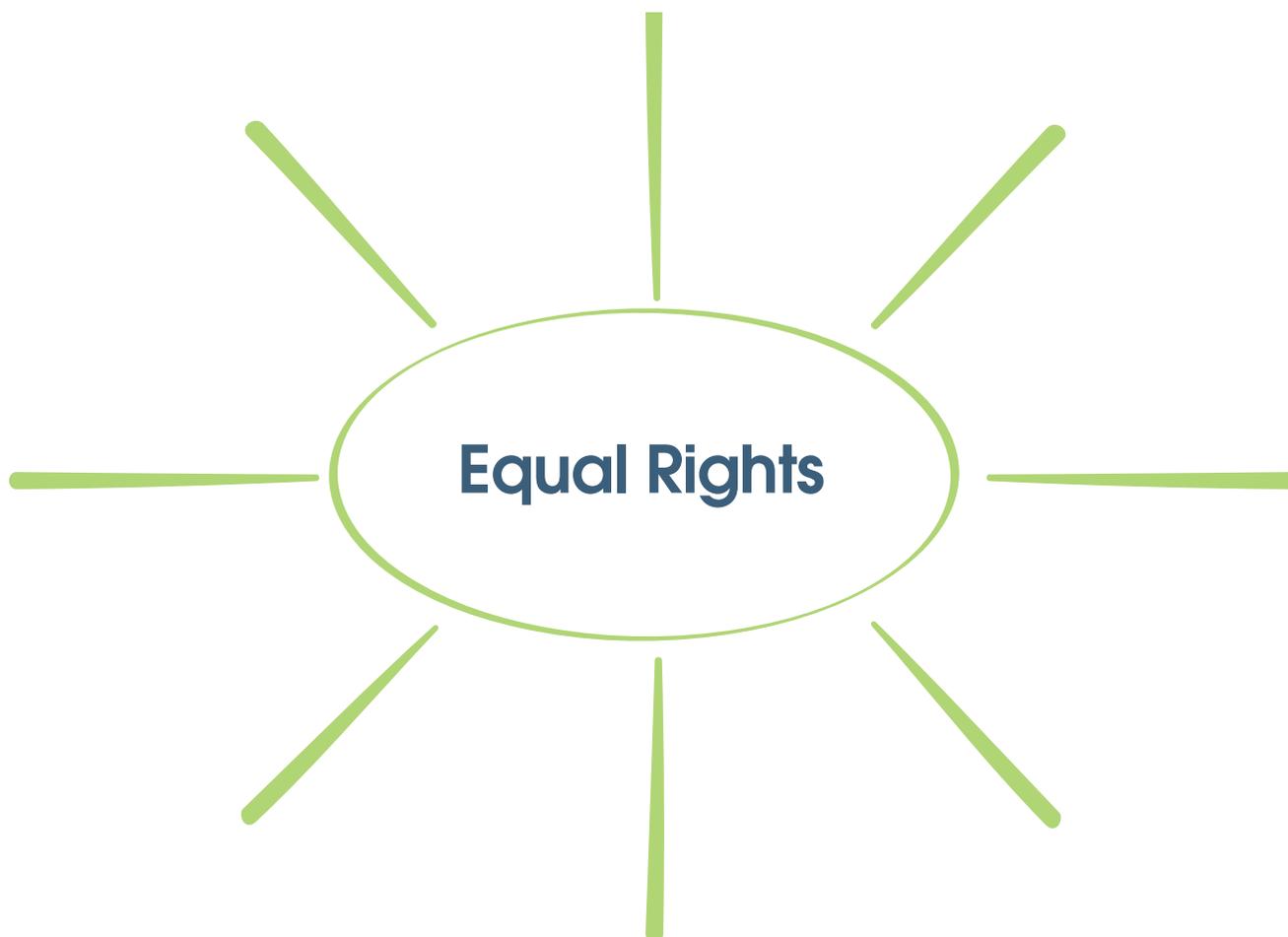
- ▶ Integrate technology and teach this lesson collaboratively with a Technology Educator and create the book using a design program.
- ▶ Break up the time by assigning the poetry selection (step 19) as homework.
- ▶ Create the book with a younger audience in mind (i.e., select poems and quotes, and even a listing of children's books) that could be used to help a younger sibling, family member, or friend understand the meaning of Social Justice.
- ▶ Share the project at a family night where students recite poetry and quotes from their collection.

LESSON PLAN HANDOUT

1

Defining Equal Rights

Name \_\_\_\_\_



LESSON PLAN HANDOUT **2** Introducing Susan Anglada Bartley



Introducing National Education Association Human and Civil Rights Awards Program Recipient  
Susan Anglada Bartley

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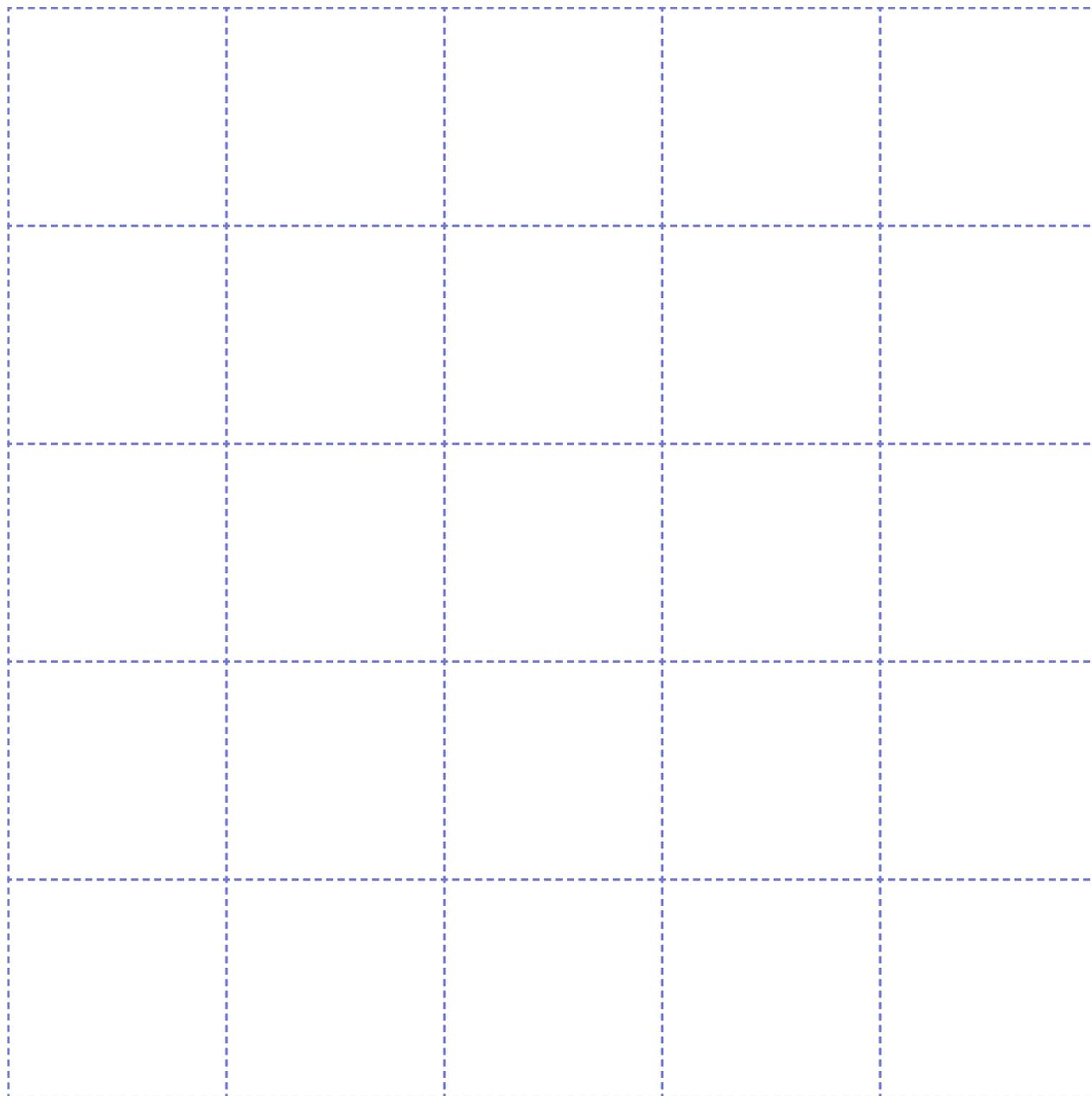
Franklin see her as a culturally competent master teacher who is able to connect with and inspire students from very different ethnic and cultural backgrounds than hers. Her principal, Shay James, concurs: "I have had a front row seat as a parent of an African-American child in Susan

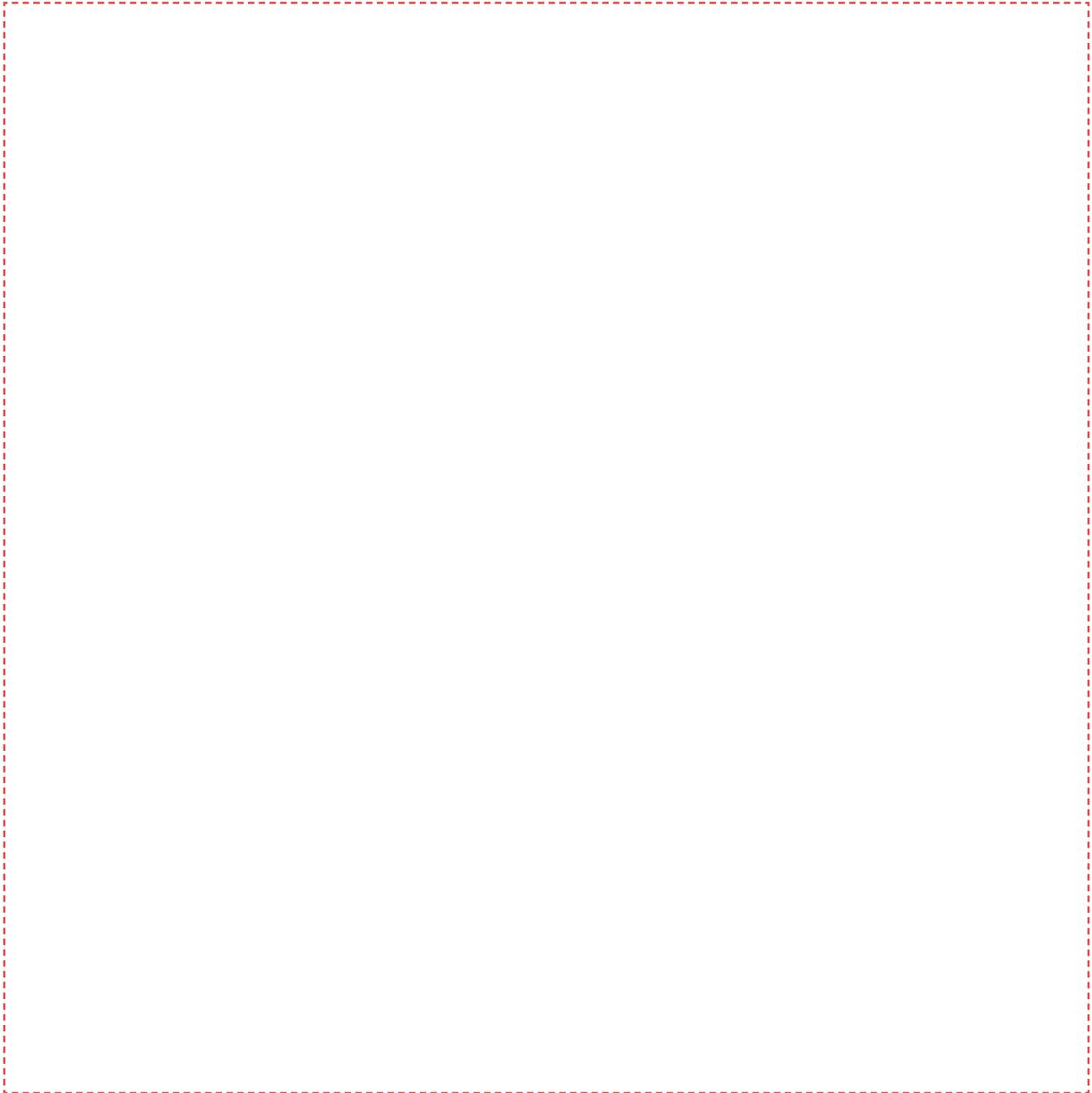
Bartley's AP English class. I am grateful to her for the critical thinking skills she has helped develop with my child, the confidence she has fostered, and the expectation to push a little more that she instilled."


LESSON PLAN HANDOUT

4

Poetry Collection Book Cover -  
Template





Group Member Names \_\_\_\_\_

Title of Poem	Summary	Reason for Selection/Connection to Social Justice

