

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 Activism
- ▶ **Leading the Lesson:** A
Timeline of Activism
- ▶ **Closing the Lesson:**
Lessons from the Past:
Remembering How to be a
Friend

Objective(s)

- ▶ Students will define social justice and identify examples of social justice activism.
- ▶ Students will examine examples of activism and advocacy throughout U.S. history and create a timeline to represent the lessons that can be learned by examining the past.
- ▶ Students will discuss the impact of the social justice contributions of Susan Bartley.

Materials/Preparation

- ▶ Chart paper (1-3 pieces)
- ▶ Markers, colored pencils, crayons, glue, tape
- ▶ Blank writing paper, notebook, or journal for taking notes
- ▶ Construction paper or cardstock (several sheets per student)
- ▶ Handout 1: Defining Activism (make one copy per student)
- ▶ Handout 2: Introducing Susan Anglada Bartley (make one copy per student)
- ▶ Handout 3: Activism in the United States - Research Summary (make one copy per student)
- ▶ Handout 4: Lessons from the Past Reflection Questions (make one copy per student)
- ▶ Access to computers for research and word processing of a summary paper

- ▶ Designate a large amount of wall space in the hallway or classroom to construct a large interactive timeline
- ▶ Prior to teaching the lesson, copy the Time Period Assignments (page 3) and Timeline Research Components (page 4) charts onto chart paper or the board
- ▶ 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/hcawards

Suggested Grouping Structures

Whole group discussion and independent research

Estimated total lesson time: 120 minutes
(minimum)

Opening the Lesson (15 minutes)

Defining Activism

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 activism, equal rights, equal opportunity and fairness.
2. **Define** the concept of activism 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 activism and equal rights advocacy are 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 activism for equality or equal opportunities in education.
6. **Tell** the class that you want to share a story with them about an activist and educator who was given an award by the National Education Association for being a Human and Civil Rights leader and Social Justice advocate.



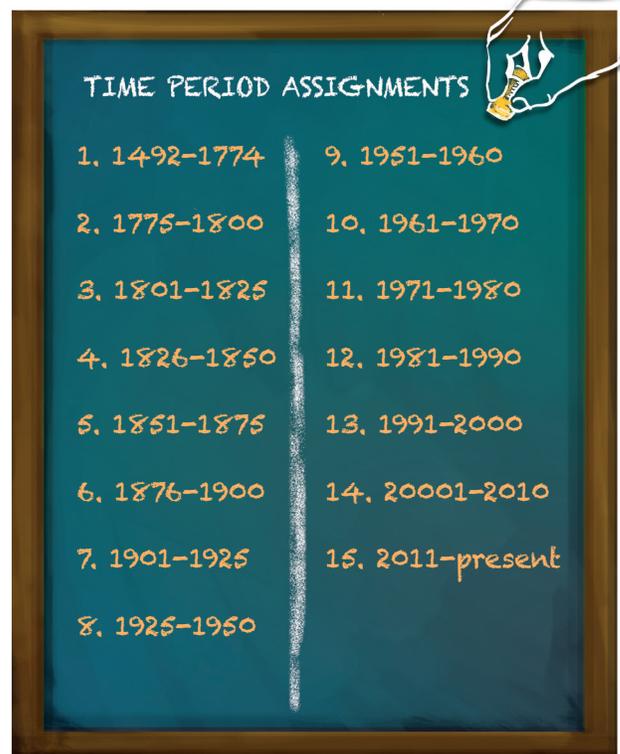
7. **Ask** students what they think a Social Justice advocate is and what kinds of things he or she might do. Ask for several volunteers to share. Discuss responses as a class.
8. **Ask** students what they think a Human and Civil Rights leader is and what kinds of things he or she might do. Ask for several volunteers to share. Discuss responses as a class.

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. **Distribute** Handout 2 and direct students to read the article about Mrs. Bartley.
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 Activism web and point out the relationship between Mrs. Bartley's activism and the issue area of equality and equal opportunity in education that was originally listed when creating the web.

The screenshot shows a lesson plan handout for 'Introducing Susan Anglada Bartley'. It includes a header with 'Susan Anglada Bartley High School Grades 9-12' and a sub-header 'LESSON PLAN HANDOUT 2 Introducing Susan Anglada Bartley'. There is a small portrait of Susan Bartley. The main text describes her work at Franklin High School in Portland, Oregon, where she has created special classes and workshops for students with various needs, including second language students, special education students, and students from minority or poor families. It also mentions her role as an AP English teacher and her involvement in the National Education Association Human and Civil Rights Awards Program. The page number '8' is visible at the bottom.

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.
10. **Tell** the class that Mrs. Bartley won an award from the National Education Association called the H. Councilll Trenholm Memorial Award. She won the award for advocating for all of her students to be treated fairly.
11. **Tell** the class that the H. Councilll Trenholm Memorial Award is given to a person for his



Susan Anglada Bartley
High School | Grades 9-12

LESSON PLAN HANDOUT 3 Activism in the United States -
Research Summary

Time Period Assigned:

| | |
|--------|--|
| Who? | Activist's name |
| What? | What was the injustice, problem, issue or event? Describe the "cause." |
| Where? | Where is the activist from? What other locations were involved in the cause and/or the activism? |
| When? | When during the assigned time period did the activism occur? |
| Why? | Why did this injustice occur? Why did the activist decide to take action? |

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Leading the Lesson (85 minutes)

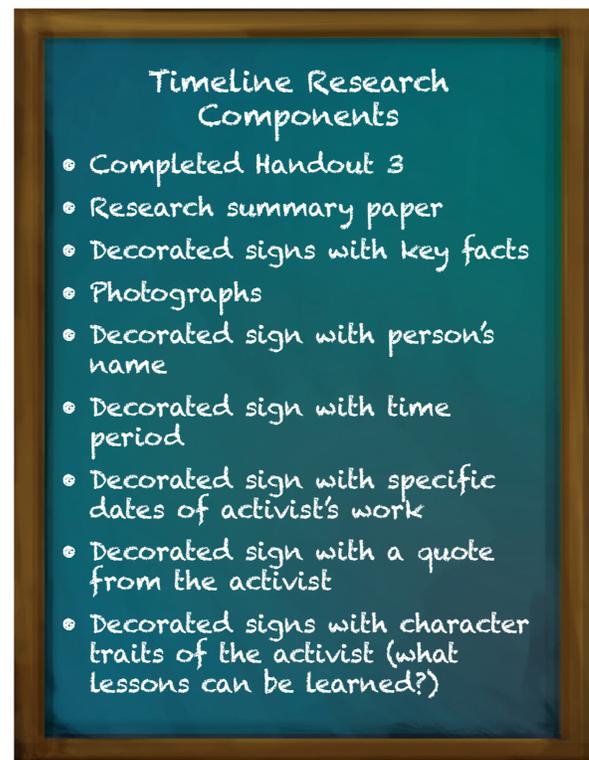
A Timeline of Activism

17. Explain the Timeline Project to the class.

- ▶ They will be assigned a time period
- ▶ The first time period (1492-1774) is a large block and several students will be assigned to this block. This block covers U.S. History from the Colonial Era through the Declaration of Independence. It is included to provide an opportunity to include research about advocates who helped in the forming of our nation in the early stages.
- ▶ The time periods become closer together in our most recent history.
- ▶ They will conduct their research independently using Handout 3.

15. **Direct** attention back to the initial quote 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 and how they can bring about change.

16. **Tell** students that they will be creating a timeline to identify other activists throughout U.S. history like Mrs. Bartley. Say, "History can help us understand how far we have come as a nation thanks to the work of activists and where we still need more work in our future. History can help us see how we can become the activists of the future and history can help us see that being an advocate takes on many forms."



- ▶ They must choose an activist during their assigned time period.
- ▶ They can talk with other students who are assigned the same time period (if they are working on a period with more than one student assigned) to ensure that they have chosen different activists to research.
- ▶ The final project is going to be a mural size timeline taking up a large amount of wall space, when they have completed Handout 3. They will use their notes to create a summary paper about the activist to be posted on the timeline along with the other Timeline Research Components (that was listed on a chart or board prior to the lesson).
- ▶ Designate an area in the classroom where students can access the necessary supplies including Handout 3.

18. Assign students to time periods for their

Susan Anglada Bartley
High School | Grades 9-12

LESSON PLAN HANDOUT 4 Lessons from the Past Reflection Questions

Please respond to the following questions on separate paper.

1. Which activist from the past inspires you the most? Explain why.
2. How do you think some of the activism and actions of past activist and struggles of those suffering injustice throughout our nations past may have influenced Mrs. Bartley to become a Social Justice Activist?
3. Think about an "Activism Timeline Project" created by other students in the future. What might students put on their timelines about the activists of your generation?
4. Social Justice advocacy and leadership are displayed in many ways and through a variety of different actions and person characteristics. What does Activism mean to you?
5. How does being an activist relate to being a good friend?

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research. There are 15 time periods. Assign more than one student to the first time period and assign at least two students to the last time period (and be sure that one of those students is responsible for creating a timeline entry for Susan Bartley). Depending on your class size, identify time periods that may benefit from having more than one student assigned to them and determine assignments accordingly (i.e., 1960's). You could allow students to select their own time period by creating sticky notes listing the time periods (for the time periods where you want more than one student, create more than one sticky note). Post all of the sticky notes on the board and allow students to come to the board and take a sticky note for the period they want until all periods have been distributed.

19. **Allow** time for students to conduct their research, complete Handout 3, write and type their summary papers, and construct the visual components for the timeline. As students finish components, construct the timeline. If they have additional time, they can always add additional photographs, designed elements, quotes, artifacts, etc. for the activist they are representing.

Closing the Lesson (20 minutes)

Lessons from the Past: Remembering How to be a Friend

20. **When** the timeline is posted, "tour" the timeline as a class and discuss. Have each student introduce their advocate and tell the class about the person along the "tour."
21. **Distribute** Handout 4 and allow students time to complete the handout independently.
22. **Call** the class back together and discuss their answers to each of the questions on Handout

4. For each question, also ask students to think about how Susan Bartley might have answered and discuss.

23. **Ask**, "How can our timeline be used to help others understand Social Justice and Equal Rights, leadership, advocacy, and activism? What lessons can be learned from the past and how can the timeline help us share those lessons?"

Assessment Suggestions

- ▶ Participation in class discussion and timeline project
- ▶ Informally assess understanding using Handouts 1, 3, and 4
- ▶ Formally assess understanding by assigning a letter grade for the research paper

Adaptations, Enrichment, Cross-curricular Opportunities

- ▶ Make this lesson truly integrated and collaborative by involving a variety of subject areas to complete each aspect of the lesson (Technology, English Language Arts, Social Studies, and the Creative Arts).

- ▶ Break up the time by spreading the lesson over several days.
- ▶ Expand the timeline or replicate the lesson and have the timeline represent Equal Rights Advocacy throughout history around the world.
- ▶ Have students create a lesson plan to teach younger students based on the timeline.
- ▶ Make this a school-wide/community involvement project. Assign a century to each grade level. Create a large interactive mural-style timeline across several hallway walls. Host a family event where students stand near their part of the timeline and tell visitors about the advocate they researched as families and community members tour the school.

LESSON PLAN HANDOUT

1

Defining Activism

Name _____





Introducing 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 Advance 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.

LESSON PLAN HANDOUT **2**

Introducing Susan Anglada Bartley (continued)



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

Bartley's fellow educators at 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."

Time Period Assigned:

| | |
|--------|---|
| Who? | <i>Activist's name</i> |
| What? | <i>What was the injustice, problem, issue or event? Describe the "cause."</i> |
| Where? | <i>Where is the activist from? What other locations were involved in the cause and/or the activism?</i> |
| When? | <i>When during the assigned time period did the activism occur?</i> |
| Why? | <i>Why did this injustice occur? Why did the activist decide to take action?</i> |

LESSON PLAN HANDOUT

3

Activism in the United States - Research Summary
(continued)

| | |
|-------------------|---|
| <p>How?</p> | <p><i>Describe how the activist took action as a leader and an advocate for the “cause.”</i></p> |
| <p>What else?</p> | <p><i>What else in the activist’s personal background or about his or her character could have become or did become a reason for their activism?</i></p> |
| <p>Why else?</p> | <p><i>What other events, factors, or influences occurred around the time period of the activist’s “cause” that may have had an impact on the activist and/or the cause? What is the context for the activism?</i></p> |
| <p>Who else?</p> | <p><i>Who were the other notable activists working for the same cause? Describe the relationship between the activist you are researching and other notable influences.</i></p> |

LESSON PLAN HANDOUT

4

Lessons from the Past Reflection
Questions

Please respond to the following questions on separate paper.

1. Which activist from the past inspires you the most? Explain why.
2. How do you think some of the activism and actions of past activist and struggles of those suffering injustice throughout our nation's past may have influenced Mrs. Bartley to become a Social Justice Activist?
3. Think about an "Activism Timeline Project" created by other students in the future. What might students put on their timelines about the activists of your generation?
4. Social Justice advocacy and leadership are displayed in many ways and through a variety of different actions and person characteristics. What does Activism mean to you?
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