

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:**
Friendship and Fairness
- ▶ **Leading the Lesson:**
The ABC's of Social Justice
- ▶ **Closing the Lesson:**
Actions and Words

Objective(s)

- ▶ Students will define fairness and be able to identify examples of fairness.
- ▶ Students will develop an understanding of the concepts of social justice and advocacy.
- ▶ Students will discuss the impact of the social justice contributions of Susan Bartley.

Materials/Preparation

- ▶ Chart paper (one piece)
- ▶ Markers, colored pencils, crayons, scissors, tape
- ▶ Handout 1: ABC Book - Cover Template (print three copies)
- ▶ Handout 2: ABC Book - Page Template (print 26 copies)
- ▶ Handout 3: Fairness Finder (make one copy per student)
- ▶ Make a poster listing the letters of the alphabet with enough room to record a word next to each letter, title the poster with "The ABC's of Social Justice" and post.
- ▶ 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 *The Doorbell Rang* by Pat Hutchins.

Suggested Grouping Structures

Whole group discussion and independent work

Estimated total lesson time: 45 minutes

Opening the Lesson (10 minutes)

Friendship and Fairness

1. **Write** the term friendship on the board and then brainstorm the meaning of friendship with the class. As students share ideas create a list or a web on the board with words that tell about the meaning of friendship. If needed, give the students a prompt to help generate the list of words, such as "Being a friend means _____." Guide the discussion and be sure the list includes the term fairness, and other terms such as kindness and caring.
2. **Define** friendship and fairness and connect fairness to being a good friend and citizen.
3. **Review** the characteristic listed, clarify the meaning of terms listed and check for understanding. Point out the commonalities and relationships between the terms (e.g., Ask, "Part of being a friend is being fair, how do being fair and caring go together?" Say, "Good friends help others and look out for others to be sure they are being treated fairly.")
4. **Focus** the discussion on the concept of fairness. Write the term fairness on the board and brainstorm the meaning of fairness with the class. As students share ideas create a list or a web on the board of words that tell about the meaning of fairness. If needed give the students a prompt to complete in order to generate a list of words, such as "Being fair means _____." (Prompt the answers to include concepts such as: Treating all people with honesty and respect; Giving everyone equal opportunities to succeed; Cooperating with one another; Celebrating the uniqueness and differences of everyone. Making sure others are not treated badly.) Guide the discussion and be sure to highlight any natural connections the class suggests about the connection between the terms friendship and fairness.
5. **Ask**, "Why is fairness important?" and discuss.
6. **Ask**, "Who are some people that have fought for justice and fairness for others?" (Prompt responses to include: Martin Luther King Jr., Rosa Parks, Abraham Lincoln, Susan B. Anthony).
7. **Say**, "A person who is a good friend and stands up for the fair treatment of others is also called an advocate. One teacher working with older students received an award for being an advocate for all of her students to be treated fairly. Her name is Susan Bartley and we are going to learn about her today."

Leading the Lesson (30 minutes)

The ABC's of Social Justice

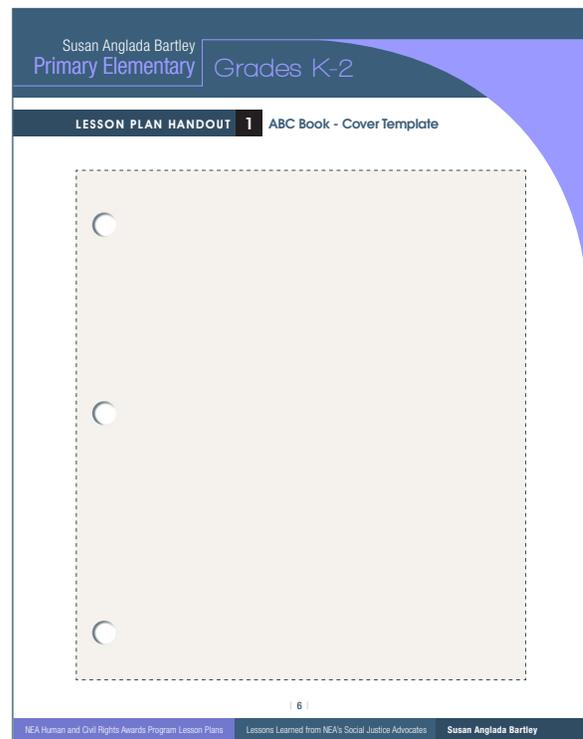
8. **Say**, "Another word for fair is just. Can anyone think of another term we know that has just as a part of the word?" Call on a few volunteers to share. (Prompt the answer: Justice.)
9. **Ask**, "What is justice?" Discuss what justice means and share examples of justice. (Possible responses: Treating everyone fairly under established rules and laws, Following classroom rules.)
10. **Ask**, "Why is justice important?" (Possible responses: To make sure that everyone has the chance to succeed; To make our home, school, community and world a better place for all people.)



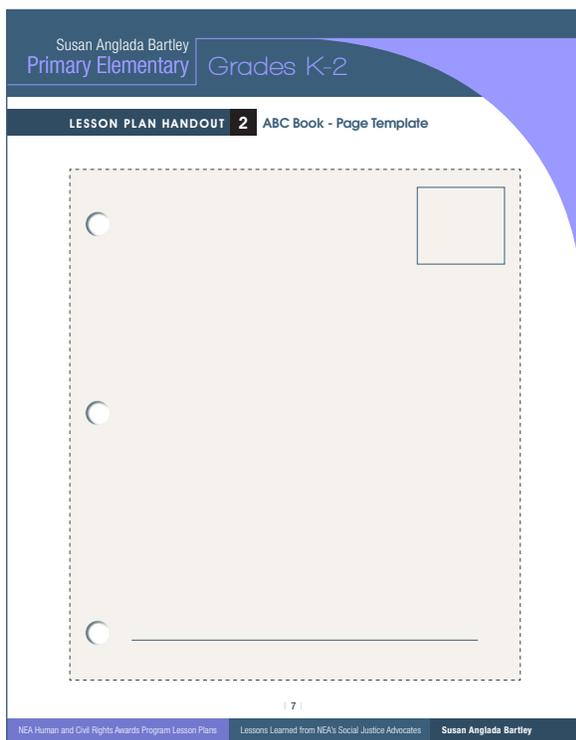
11. **Say**, "Mrs. Bartley wanted all of her students to have a chance to take advanced classes that would help them in their future. She wanted all of her students to have a chance to succeed. She created special classes and workshops to help students with their college applications and writing assignments."
12. **Remind** students about the term advocate discussed in the opening and ask, "What do you think may have motivated Susan Bartley to be an advocate?"
13. **Say**, "Sometimes justice 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. Ask students if they can think of any other advocates. Identify other advocates."
14. **Tell** students the directions for making the ABC book.

- ▶ They will be making a class ABC book about Fairness and Justice. Each student will be assigned at least one page of the book to create.
- ▶ Each page has a letter and word that has to do with fairness, justice and caring.
- ▶ They will record the word they are assigned on the Handout they are given.
- ▶ They will illustrate their page when directed.
- ▶ When finished, they should see the teacher for extra pages of the book to complete, such as another page, front cover, back cover, or title page.

15. **Choose** one word for each letter on the pre-posted ABC poster as a class. Record the chosen word on the poster. Encourage students to use the words listed on the board during the lesson opening to help complete the ABC chart.



16. **Assign** each student a page of the alphabet. Distribute Handout 2. Direct students to begin working on their assigned page. Remind students that in their extra time, they should be decorating the cover or completing a second page. Provide three copies of Handout 1 (one for the front cover, one for the back cover, and one for the title page) and extra copies of Handout 2 as needed. (If needed, students can work in pairs or trios to illustrate the additional pages.)



17. **Collect** the pages. Assemble and read the book to the class.

18. **Direct** students to think about the words in the book. Tell them to pick one word that they hope someone would use to describe their actions and the way that he or she treats classmates and friends. Have students turn to a neighbor and share the word he or she picks.

19. **Ask**, "What word do you think Susan Bartley might have chosen when she was your age in school?" Allow a few seconds of thinking time. Call on a few volunteers to share their answers.

Closing the Lesson (5 minutes)

Actions and Words

20. **Distribute** Handout 3. Ask students to think of an action that a person could take (i.e., something they could do as a good friend or citizen that would show fairness). Direct the class to draw a picture of the action inside of the magnifying glass. Below the magnifying glass they should list three words that are "clues" to look for when trying to find fairness. (Possible responses: kind, considerate, better, good, friendly, right, caring.)



21. **Allow** enough time for the students to complete the handouts.
22. **Assign** partners and have students share their pictures and clues with their partners.
23. **Bring** the class back together and ask them to think for a moment about how Susan Bartley would complete this assignment. What picture might she draw and what three clues to find fairness might she list? Allow a few seconds of thinking time. Call on a few students to share answers and discuss.
24. **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.)

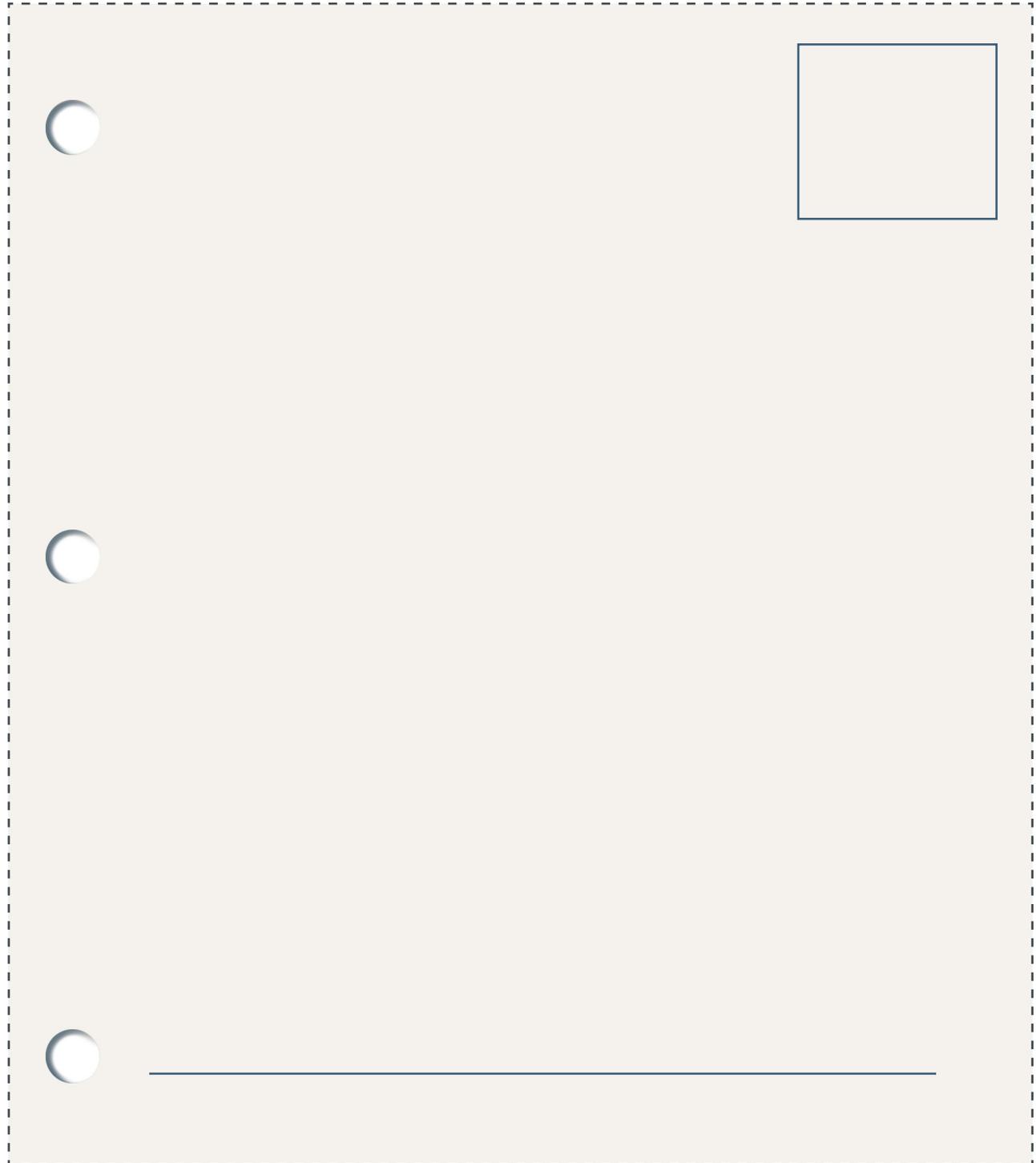
Assessment Suggestions

- ▶ Participation in class discussion
- ▶ Informally assess understanding using Handout 3

Adaptations, Enrichment, Cross-curricular Opportunities

- ▶ For older students, have him or her write the words and draw the illustrations or allow each student or small group of students to create their own books.
- ▶ For younger students, write the words onto the ABC Book Page Template pages in advance.
- ▶ Have students create a play or “Reader’s Theatre” using the ABC Book. Perform the play or share the book and/or the play with other classes at the school.





Name _____



Clues:

1. _____

2. _____

3. _____