

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

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 contemporary 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 being a leader and an 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

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

Susan Anglada Bartley

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

a person who takes action on behalf 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 be addressed.

About the Award: H. Councill Trenholm Memorial Award

Harper Councill Trenholm (1900-1963) served for 21 years as executive secretary of the American Teachers Association (ATA). One of the country's most outstanding Black educators, he helped build ATA's numbers and strength and worked for the merger of ATA and NEA. An honoree who receives this award is chosen because of his or her work beyond the call of duty to free the education profession from inequities based on race or ethnicity, their work to help improve intergroup relations and understanding among racial and ethnic groups, and/or their work to form education coalitions with non-education groups.

About the Honoree: 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.

To learn more about Susan Bartley view her 2013 NEA Human and Civil Rights Awards Program acceptance speech on NEA's YouTube channel at www.youtube.com/watch?v=R16gnnhMwas

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.

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"Susan 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 participants...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."

- Educational Support Services Professionals who have evaluated Susan Bartley's work

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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. What's more, Bartley has created targeted academic intervention luncheons for Black and Latino students to review

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About the Honoree: Susan Bartley continued

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 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."

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 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

Writing Anchor Standards continued

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.

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.

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.

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Language Anchor Standards continued

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.

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.

SUSAN ANGLADA BARTLEY LESSON OVERVIEW (BY GRADE BAND)

	OPENING	LEADING	CLOSING
K-2	Friendship and Fairness	The ABC's of Social Justice	Actions and Words
3-5	Defining Social Justice	Name Something Important	Synonyms of Social Justice
6-8	Defining Equal Rights	Stories of Equal Opportunity	A Poem of Reflection
9-12	Defining Activism	A Timeline of Activism	Lessons from the Past: Remembering How to be a Friend

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