Lesson Plans

NEA Human and Civil Rights Awards Program
Lessons Learned from NEA’s Social Justice Advocates

TONY STEWART
H. Councill Trenholm Memorial Award

Objective(s)
- Students will define bullying and be able to identify examples of bullying.
- Students will be able to identify situations in which a student is being bullied.
- Students will be able to demonstrate understanding of the way they can help when someone is bullied.
- Students will be able to explain the importance of getting adult help when they see an incidence of bullying.
- Students will develop an understanding of the concepts of social justice, activism, and advocacy.
- Students will discuss the impact of the social justice contributions of Tony Stewart.

Materials/Preparation
- Tape
- Glue
- Notebook or writing journal
- Index cards (8 cards)
- Blank paper (8 pieces)
- Chart paper (one piece)
- Handout 1: Word Cards (print and cut one set)

Opening the Lesson:
Understanding Human and Civil Rights

Leading the Lesson:
A Recipe for Activism

Closing the Lesson:
Today’s Human and Civil Rights Movement

To help students understand the concepts of being a caring friend and human being, bullying and social justice advocacy, and treating others with fairness and compassion, consider reading them a children’s story that helps to open a dialogue about the concepts. Try Mr. Lincoln’s Way by Patricia Polacco.
• Handout 2: Introducing Tony Stewart (print one copy to read from)
• Handout 3: A Recipe for Activism (make one copy per student)
• Handout 4: Newspaper Article Organizer
• Prior to teaching the lesson familiarize yourself with Tony Stewart’s background by reading the Lesson Plan Introduction that can be found at www.nea.org/hcrawards

Suggested Grouping Structures
Whole group discussion and independent, partner, and small group work

Estimated total lesson time: 60 minutes

Word Cards to Assign to Small Groups
• Activist
• Advocate
• Leader
• Human Rights
• Civil Rights
• Equal Rights
• Social Justice
• Anti-bullying

*Tony Stewart card – set aside

Opening the Lesson (20 minutes)
Understanding Human and Civil Rights

1. Distribute the word cards (set aside the “Tony Stewart” word card).
2. Divide the students into eight small groups and give each group one of the remaining word cards.
3. Allow time for students to work in small groups to discuss the term on their assigned word card and prepare to share with the whole class what they think the term assigned to their group means.
4. Ask groups to decide who their recorder will be. Give each group an index card and direct them to record what they think the term means on one side of the card and a sentence with an example on the other side.
5. Interact with the small groups as they are working to clarify understanding and help the students come up with their answer.
6. Give the students several minutes to complete the group assignment and call the class back together. Call on the groups to share with the class in the order of the word cards shown on the chart below. As each group shares, post their word card to the board by creating a circle formation, leaving a blank space in the center of the circle.
7. **Post** the “Tony Stewart” word card in the center of the circle after the groups share.

8. **Tell** the class that Mr. Stewart is a person who can serve as an example of many of the terms they have just discussed. He is a person who is a Social Justice Advocate, he was honored by the National Education Association with a Human and Civil Rights Award, and you want them to hear his story.

9. **Read** (or paraphrase) Handout 1 to the class.

10. **After** sharing his story, have students meet with their small groups again. Ask them to identify connections between Mr. Stewart and the word that their group originally defined.

11. **Allow** a few minutes for groups to complete the task and then ask each group to share. As the groups share, draw a line connecting the “Tony Stewart” word card and each of the other word cards. On the connecting line, jot a few notes from what each small group shares.

12. **Tell** students they are going to work together to create a recipe for Activism, using Mr. Stewart as an example.

13. **Give** each student a blank piece of paper. Have them make a two-column chart by drawing a line down the center of a blank sheet of paper and labeling one side “Characteristics/Identity” and the other side, “Actions.”

14. **Direct** the students to meet with their small groups again. Ask the groups to work together to list “Characteristic/Identity” traits of an activist on the left side of the paper and “Actions” of an activist on the right side of the paper. Tell them that they can brainstorm together but each student should have their own notes. They can use the example of Mr. Stewart and the word web on the board to help them with the brainstorm as well. Allow several minutes for the groups to complete the task and ask the class to return to their seats.

15. **Distribute** Handout 3 (Recipe for Activism Card). Give the directions for the Recipe for Activism assignment.

   - Each student is going to make his or her own recipe card.
   - They can use all of the notes created from the small group work (both the word web on the board and their notes).
From their notes, the “Characteristics/Identity” column can be used as “Ingredients” and the “Actions” column can be used as the recipe “Instructions.”

They should write a rough draft of their recipe card in their notebook, journal, or on blank paper and the final copy on Handout 3.

Lastly, they will need to cut the recipe cards out and glue the two blank sides together to make the final product.

16. Allow the class several minutes to complete the Recipe for Activism assignment. When they have finished, call the class back together. Call attention to the “Anti-bullying” word card on the original word web on the board. Ask, “How many of you included anti-bullying on your recipe card in some way?” Ask for a show of hands.

17. Review the definition of bullying in greater detail. Help students to understand that bullying is when someone does something on purpose to make you feel bad or hurt you and it’s hard to make them stop. When you are a person who is being bullied or if you are watching a bullying situation, you feel like the person who is bullying has more power than the person who is being bullied. Bullying can be hitting or pushing, teasing or calling names, taking things without permission, saying things about people behind their back, not letting them play, or sending mean notes, emails or text-messages.

18. Say, “Bullying can make your friends feel sad, mad, scared, alone, powerless, and like they don’t want to come to school anymore.”

19. Explain that there are people in our world who are sometimes treated unfairly and targeted by people who bully because they identify with a particular group or because of their religious beliefs or because of the way they look, where they come from, or even how they learn.

20. Remind students about the examples of Anti-bullying from Mr. Stewart’s story. Discuss the following questions:

- Who was being bullied?
- Who was the carrying out the bullying?
- How do you think the people being bullied felt?
- How do you think the people who bullied felt?
- What did the advocates like Mr. Stewart do to stop the bullying?

21. Explain that advocates like Mr. Stewart educate others and work with people who make laws so that we can protect our friends and fellow human beings from such treatment. Tell students that they can be advocates too.
22. **Draw** a triangle on the board and on each point on the triangle; write one of these terms, “Person Who Is Bullied,” “Person Who Bullies,” and “Bystander.” Talk about the roles in a bullying incident. Talk about how important the role of the Bystander is because they can take action to stop the bullying. This is when they become Upstanders instead of Bystanders.

23. **Ask** students how they think a Bystander can become an Upstander in a bullying situation. Provide an example if necessary. Identify the actions that Tony Stewart took that made him an Upstander.

24. **Talk** about getting an adult for help when they see someone getting bullied as a way to be an Upstander. Discuss why getting adult help is important.

**Closing the Lesson (20 minutes)**

Today’s Human and Civil Rights Movement

25. **Tell** students that anti-bullying and bullying prevention work is a huge aspect of Social Justice Advocacy and that the work of Upstanders is a very important part of advocacy today and in the future.

26. **Ask** students to think about Human and Civil Rights causes of the past. Call on a few volunteers to share. Ask students, “What might some of the Human and Civil Rights and Social Justice causes in your future be?” Give a minute of think time and ask the students to share with the class. Record answers on a piece of chart paper.

27. **Distribute** Handout 4 (Newspaper Article Organizer) and explain the directions.

- Students will complete the assignment with a partner, but each student will complete his or her own paper.

- Using the organizer on Handout 4, they will come up with a possible but hypothetical newspaper or Internet news article headline.
about a Human and Civil Rights activism in the future (record in the box at the top labeled “Headline” and write their names on the line labeled “By”).

- Draw a photograph in the box labeled “Photograph” and write a caption for the picture in the box labeled “Caption.”

- Beginning in the box labeled “Text” on page 1 and continuing inside of the two boxes labeled “Text” on the page 2, they should write the hypothetical article.

28. **Allow** several minutes for students to complete the Newspaper Article Organizer assignment. Call the class back together and ask, “Based on what we have learned about today, what are ways we can show justice and prevent bullying and prejudice from happening 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 work
- Informally assess understanding using Handout 3 and 4

### Adaptations, Enrichment, Cross-curricular Opportunities

- Short on time: Break the lesson into three 20-minute mini-lessons.
- For younger students, make the Recipe for Activism assignment a part of the small group work rather than an independent activity.
- Publish a class book called The Recipes for Activism. Share the book with other classes and give each student a copy of the book to share at home.
- For more information about Bullying, visit the NEA’s Bully Free It Starts with Me campaign page at [http://www.nea.org/home/neabullyfree.html](http://www.nea.org/home/neabullyfree.html).
Human Rights

Civil Rights

Equal Rights
Activist
Advocate
Leader
Tony Stewart
Social Justice
Anti-bullying
Introducing National Education Association Human and Civil Rights Awards Program Recipient Tony Stewart

What do you do when a group of white supremacists, calling themselves the Aryan Nations, moves into your county and sets up a compound? Here’s what Professor Tony Stewart did. He refused to remain silent, he refused to lay low, and he refused to be intimidated. Instead, he helped organize the Kootenai County Task Force on Human Relations to fight the racism, bigotry and hatred spread by the Aryan Nations throughout northern Idaho. He led a decade-long fight against the Aryan Nations. He also enlisted the support of the Southern Poverty Law Center, which has a long and illustrious history of fighting hate groups.

Tony Stewart is now a retired professor, but he continues to co-chair School District 271’s Fifth Grade Human Rights Week along with Pamela Pratt, the Director of Elementary Education. “In over 35 years of working with educators, I have never met a man more passionate and committed to human rights than Tony Stewart,” says Pratt.

As a tenured professor, lecturer, author, and community activist, Tony Stewart focused on social and human rights. He founded, and was program producer and moderator of the North Idaho College TV-Forum from 1972 to 2008. The series aired more than 1,800 programs on six PBS TV stations in the Northwest and Canada, featuring many distinguished guests, including Julian Bond (NAACP), Daniel Ellsberg (Pentagon Papers), and Morris Dees (Southern Poverty Law Center). Professor Stewart also produced a 90-minute documentary entitled Stand Up to Hate Groups by Saying Yes to Human Rights: The First Ten Years of the Kootenai County Task Force on Human Relations. He created the North Idaho College “Popcorn Forum Lecture Series.” Open to the general public, it provides a format for bringing well-known academic and political speakers from around the nation to the campus.

In 2000, the Southern Poverty Law Center brought a legal action against the Aryan Nations in Hayden Lake, Idaho, which led to the Aryan Nations abandoning their compound and Tony Stewart served as the Southern Poverty Law Center’s jury consultant. North Idaho College Athletics Director, Al Williams, reports that Coeur d’Alene is a much better place to live for minorities than it was 25 years ago, and as an African-American male, he attributes a major part of the improvement to Tony Stewart.

In 2010, Mr. Stewart was awarded the Harper Councill...
Introducing National Education Association Human and Civil Rights Awards Program Recipient Tony Stewart

Trenholm Memorial Award by the National Education Association. 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.

Through the NEA Human and Civil Rights Awards Program this award is given to an honoree who 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. Mr. Stewart’s exemplary accomplishments are ongoing and the work he is doing to make a difference for all of us as a Social Justice Advocate continues today.
### A Recipe for Activism

**Recipe for Activism**

**Ingredients:**
- Ingredient 1
- Ingredient 2
- Ingredient 3

**Instructions:**
1. Step 1
2. Step 2
3. Step 3

*Instructions continued*

- Instruction 4
- Instruction 5
- Instruction 6
Newspaper Article Organizer

By ________________________________

(Headline)

(Photograph)

(Text)

(Caption)