

Lesson Plans

NEA Human and Civil Rights Awards Program

Lessons Learned from NEA's Social Justice Advocates

TONY STEWART

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? What 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

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

Tony Stewart Lesson Introduction

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

me become 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: 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 was born in Murphy, North Carolina, and he received a bachelor's degree from Western Carolina University and a Master's from the University of Tennessee. But he found his way to Northern Idaho College, where he taught political science for 38 years.

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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.
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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

To learn more about Tony Stewart view his 2012 NEA Human and Civil Rights Awards Program acceptance speech at <http://www.nea.org/grants/40091.htm>.

Tony Stewart

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About the Honoree: Tony Stewart continued

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.

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

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Action Anchor Standards continued

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

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.

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

Writing Anchor Standards continued

- reasoning and relevant and sufficient evidence.
- ▶ Write informative/explanatory texts to examine and convey complex ideas and information 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.

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

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Language Anchor Standards continued

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

TONY STEWART LESSON OVERVIEW (BY GRADE BAND)

	OPENING	LEADING	CLOSING
K-2	What Does Caring Mean?	Why Does Caring Matter?	Where Does Kindness Take Us?
3-5	Understanding Human and Civil Rights	A Recipe for Activism	Today's Human and Civil Rights Movement
6-8	A Movement of Character	Living the Lessons of the Civil Rights Movement	A Bird's Eye View
9-12	Looking at Social Justice and Bullying Prevention	From Bystander to Upstander	Apathy to Empathy to Action

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