

Lesson Plans

NEA Human and Civil Rights Awards Program

Lessons Learned from NEA's Social Justice Advocates

TONY STEWART

H. Councill Trenholm Memorial Award



Lesson At-A-Glance

- ▶ **Opening the Lesson:**
A Movement of Character
- ▶ **Leading the Lesson:**
Living the Lessons of the Civil Rights Movement
- ▶ **Closing the Lesson:**
A Bird's Eye View

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 identify examples of equal rights activism from the Civil Rights Movement.
- ▶ 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

- ▶ Blank writing paper, notebook, or writing journal
- ▶ Sticky notes (several per student)
- ▶ Tape
- ▶ Markers
- ▶ Chart paper (4 pieces)
- ▶ Handout 1: Introducing Tony Stewart (make one copy per student)

- ▶ Handout 2: Follow-up Questions about Social Justice Advocate - Tony Stewart (make one copy per student)
- ▶ Handout 3: Anti-bias Actions (make one copy per student)
- ▶ Handout 4: Our Declaration of Freedom
- ▶ Access to the Internet for research
- ▶ 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/hcawards

Suggested Grouping Structures

Whole group discussion and independent, partner, and small group work

Estimated total lesson time: 100 minutes

Opening the Lesson (20 minutes)

A Movement of Character

1. **Write** the term "Civil Rights Movement" on the board and beneath it draw a four-column

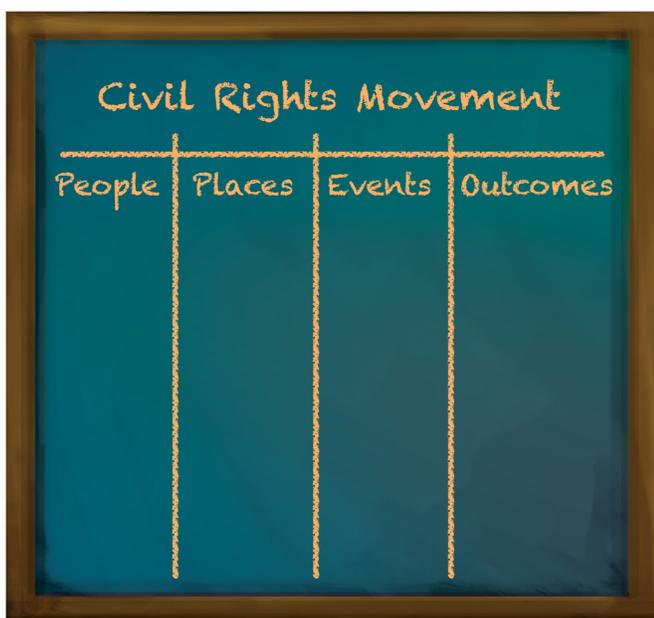


chart. Label the first column with the term, "People." Label the second column with the term, "Places." Label the third column with the term, "Events." Label the fourth column with the term, "Outcomes."

2. **Ask** students to copy the chart into their journal, notebook, or blank piece of paper. Tell them to set the blank chart aside until they are asked to take it out (at the end of the lesson).
3. **Assign** partners and ask students to meet and discuss the blank chart on the board with their classmates. Tell them to talk about the Civil Rights Movement and share about some of the people, places, and events they know (or think they know) about or remember learning about as a part of the Civil Rights Movement.
4. **Allow** several minutes for students to discuss. Depending on your students prior experiences with learning about the Civil Rights Movement, you may want to allow an "exploration" activity with their partners (i.e., time to browse books and articles or conduct preliminary internet research), if needed, during this time.
5. **Direct** partners to list some of the ideas they have discussed about the Civil Rights Movement onto sticky notes. Have them decide if the sticky notes are about People, Places, Events, or Outcomes. Students should place the sticky notes on the board in the corresponding column and return to their seats.
6. **Lead** a class discussion about the Civil Rights Movement by summarizing and discussing some of the ideas the students have posted on the chart (clarify understanding as necessary).

- Write** the phrase, "Activists and Advocates" above the term "People" on the board. Write the phrase, "Examples of Activism" above the terms "Places", "Events", and "Outcomes." Discuss what an activist is, what an advocate is, and what activism is by building on the ideas that that the students have recorded on the chart.
- Refer** to the "Outcomes" column and point out to students while important progress has been made, there are still acts of racism and inequality occurring in our country today. The work of advocates is ongoing and their dedication is essential to our progress as a people.
- Tell** the class that in today's lesson, they will have an opportunity to learn more about one such advocate, Tony Stewart. Mr. Stewart is a person who can serve as an example of what it means to be an advocate for social justice and equal rights. He received an award from the National Education Association for Human and Civil Rights and it is important to learn from his story.

Leading the Lesson (60 minutes)

Living the Lessons of the Civil Rights Movement

- Distribute** Handout 1 and Handout 2. Have students read the article about Tony Stewart. As they are reading have them take notes on Handout 2. In the top two boxes labeled "Vocabulary" and "Background," students should write at least two questions (per box) that they have during or after reading about Mr. Stewart.
- Allow** several minutes for students to read and fill in the top two boxes on the handout.
- Bring** the class together and collect the handouts. Place the handouts face down and shuffle the order of the pile. Redistribute the handouts to the students. (If a student receives his or her own handout, then he or she should switch with a classmate).
- Tell** students that they will now have to research and answer at least two of their classmate's questions in each of the top two boxes. Tell them that in the bottom two boxes on the handout labeled, "Sources" and "Additional Information Discovered," they should list the sources of their research and any other information that they find while conducting their research.
- Allow** several minutes for students to research and answer the "Vocabulary" and "Background" questions on the classmate's handout that they were given. If there are

Tony Stewart
Middle School Grades 6-8

LESSON PLAN HANDOUT 1 Introducing Tony Stewart



Introducing the 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 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.

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 Council

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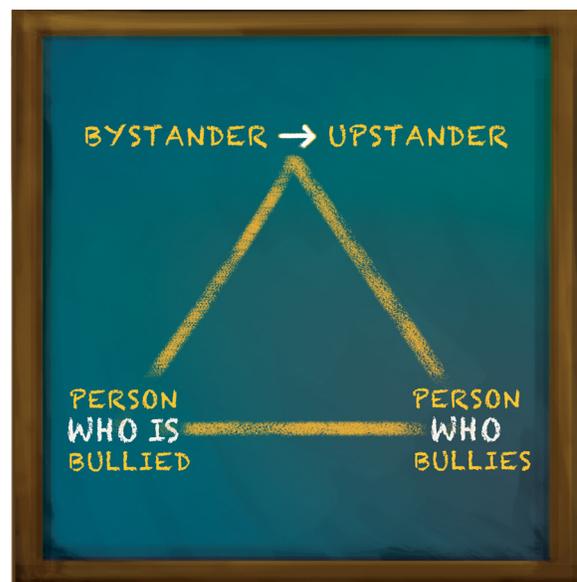
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Tony Stewart

more than two questions in each of the boxes, then students can pick which two questions (per box) to answer. If necessary, they can visit with the classmate whose handout they received in order to clarify his or her questions, but they should work independently after the discussion.

15. **Bring** the class back together and ask students to return the handouts to their original authors. Allow a few minutes for students to read the answers that have been recorded on their handouts and review the notes for "Sources" and "Additional Information Discovered" as well. If students have questions, they can visit with the classmate who answered their questions.
16. **Bring** the class back together and say, "Now that we have learned about Mr. Stewart's advocacy work for equal rights, let's take a moment to think again about the anti-bias actions that activists, leaders, and advocates like Tony Stewart, and students and educators - like us - take in our day-to-day lives."
17. **Give** each student a few sticky notes. On the sticky notes, direct students to record examples of behaviors and decisions that are anti-bias actions (i.e., things they can do both indirectly and directly to avoid exhibiting bias and to stand up against bias and/or hate).
18. **Post** a chart on the board labeled, "Anti-bias Actions." Go around the room having each student take a turn to share one of the ideas on a sticky note as you record the ideas on the chart. If the idea is a repeat of an idea already shared than place a check mark beside the original idea. Continue to go around the room, with each student sharing one idea at a time until everyone is out of sticky notes to share.

Reflect on the list and invite comments and feedback from the class.

19. **Focus** on actions on the list that have to do with bullying prevention.
20. **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.



21. **Say**, "Bullying can make your friends feel sad, mad, scared, alone, powerless, and like they don't want to come to school anymore."

22. **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.
23. **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?
24. **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.
25. **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.
26. **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. Also discuss the anti-

bias actions listed during the brainstorming activity that are connected to the actions of an Upstander. Ask if there are any other anti-bias actions students wish to add to the list based on the conversation about bullying.

27. **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.
28. **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 being an equal rights activist today and in the future.
29. **Distribute** Handout 3 and draw attention back to the list of anti-bias actions. Ask students to independently review the list and select the 10 actions that resonate the most with them (i.e., based on their own goals or experiences, etc.).

Tony Stewart
Middle School Grades 6-8

LESSON PLAN HANDOUT 3 Anti-bias Actions

Name _____

Choose and record ten actions from the list on the board.

1.	
2.	
3.	
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5.	
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7.	
8.	
9.	
10.	

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Tell students to record the 10 actions that they select onto their Handouts.

- 30. Allow** a few minutes for students to complete Handout 3. Bring the class back together and say, "Now that you have identified 10 important anti-bias actions, I want you to reflect on how you think you are doing, personally, with carrying out these actions. You are the only person who will see your reflection unless you choose to share it on your own." Tell students to reflect and assign themselves a score from 1-5 in the empty box next to each action listed. Explain the ranking system (i.e., 1 being something they need to focus on doing more often and 5 being something they are consistently great at doing or thinking about).
- 31. Allow** students a few minutes to complete the self-evaluation task. Bring the class back together and ask the students to think independently about people and resources that could help them improve in the areas they felt they could do better to show anti-bias (even if bias is unintentional, it should still be addressed).

Closing the Lesson (20 minutes)

A Bird's Eye View

- 32. Ask** students to take out the blank chart that they created in the lesson opening (the one they copied from the board). Tell them to think for a moment about if the past had not happened. We wouldn't have had the examples of advocates and activism, such as Mr. Stewart and others that we have had to learn from. The same applies to the future. Their advocacy for equal rights and the anti-

bias and anti-bullying actions that they exhibit today, will become the examples of the future. They advocate so no group of learners will ever end up with an empty handout.

- 33. Divide** the class into small groups. Distribute Handout 4 (Our Declaration of Freedom) and give each group a piece of poster or chart paper. Pose the question, "A declaration of rights and freedoms is what our country is founded upon, if we were to recreate that today, what would our own declaration of freedom look like? What would it need to include to protect our fellow citizens from acts of injustice of our times such as oppression, bias and racism, bullying, and hate crimes?" Tell the class that they will work in small groups to name and write a Declaration of Freedom. Each student should write the declaration on his or her own copy of Handout 4 and the group should create, sign, and post one large poster.

Civil Rights Movement			
People	Places	Events	Outcomes

34. Allow several minutes for the small groups to finish the Declaration of Freedom assignment. Post the final posters around the room and allow a few minutes for students to walk around and look at all of the group posters.

Assessment Suggestions

- ▶ Participation in class discussion and small group work
- ▶ Informally assess understanding using Handout 2, 3, and 4

Adaptations, Enrichment, Cross-curricular Opportunities

- ▶ Collaborate across subject areas to implement this lesson, including Technology, English Language Arts, and Social Studies. Integrate

Technology Education standards about using reliable sources when conducting Internet Research.

- ▶ Planning idea: Break the Leading the Lesson section into three 20-minute mini-lessons (one mini-lesson based on Handout 2, one based on Handout 3, and one based on Handout 4). Combine those 3 20-minute mini-lessons along with a 20-minute mini-lesson for the Opening the Lesson activity and a 20-minute mini-lesson for the Closing the Lesson activity to implement a 5-day (20 minutes a day) mini-unit about Social Justice.
- ▶ Extend the lesson by studying the United Nations Declaration of Human Rights and draw comparisons between their own declaration of freedom during the Lesson Closing.



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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.

Name _____

Vocabulary	Background
Sources	Additional Information Discovered

LESSON PLAN HANDOUT

3

Anti-bias Actions

Name _____

Choose and record ten actions from the list on the board.

1.	
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