

ICSD Participates in the MLK Community Build (Lesson Plans, PreK – Adult)

(This initial draft was created in the spring of 2010. It has not been subsequently revised.)

This document represents the collective work of educators throughout the Ithaca City School District. As part of our effort to build a strong foundation to support our district's participation in this community project, the ICSD Equity Mentors and the MLK Curricular Support Committee created the following lesson plans. All lesson plan writers read *Where Do We Go From Here: Chaos or Community?* and engaged in discussion and reflection of the text and its implications for our schools and community.

Curriculum integration and support has been designed so that students reexamine the text at multiple points throughout their school years as they grow and mature. Further, the curriculum has been designed to bring students, families, educators, and community together in this work over time.

All lessons were revised by the authors, based on critical feedback from each other and from Barry Derfel, the administrative intern responsible for coordinating this effort. Many of these lessons have been piloted throughout the spring of 2010. In addition, they will be shared with families and communities this summer and will be ready for use throughout the district in the fall of 2010. We appreciate critical feedback and will incorporate such into future versions. Please send input to bderfel@newfieldschools.org or sahasderf@twcny.rr.com

The lesson plan work, like all parts of the project, has evolved over time, as our understandings of the text and its implications for our work have deepened. While most writers have been able to complete their lessons for inclusion in this document, there are some lessons still being written. These will be included in future versions of this booklet.

It is our hope that staff, students, families, and community will find the lessons compelling, that we will all find ways to adapt the lessons to meet our particular needs and interests, and that we will use these lessons as a means for engaging in the sustained work of the MLK Community Build. Many of the lessons can be easily adapted to use at multiple grade levels.

Notes:

- All page references are taken from the 2010 Beacon Press reprint, which is the version we anticipate getting for widespread distribution. If you discover a page reference that is not accurate, it may have come from the 1967 Beacon Press out-of-print version many of us used to create these plans. However, please send an email to bderfel@newfieldschools.org or sahasderf@twcny.rr.com and we will fix this for the revised edition.
- When *see attached* is indicated, this means that there are documents immediately following the lesson.
- Url for the MLK Community Build: mlkcommunitybuild.org
- Url for this document: <http://barryderfelequity.wikispaces.com/MLK+Community+Build>

Please refer to the document: <http://www.vitaminl.org/> for Vitamin L song suggestions to enhance these lessons.

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What will students do as a result of this work?

It is our hope that *all students* will do some of the following, that *many students* will do many of the following, and that *some students* will do most of the following:

- Read more, with increased interest and enthusiasm.
- Interact positively between and across the following groups:
 - Racial, Ethnic, Cultural
 - Geographic
 - Gender
 - Class
 - Age
 - Sexual Orientation
 - Disability/Ability
 - Etc.
- Make explicit connections between home, school, and community.
- Solve problems creatively, persistently, and constructively.
- Exhibit and express an increased sense of self-esteem.
- Exhibit and express an increased positive sense of identity.
- Express pride in their family, heritage, and cultures.
- Increase literacy skills.
- Improve grades.
- Meet with more academic and participation success, which connects to our vision, *All students achieving their dreams*.
- Explain and recognize power structures and navigate these successfully.
- Identify school as a supportive place and no longer find it adversarial.
- Access their power and act as agents of change.

These intended outcomes are directly related to the Ithaca City School District Board of Education's priorities. Specifically, we view this work as helping:

- “*To foster a safe, respectful environment of high expectations where every student and staff member can maximize their potential.*”
- “*To eliminate race, class, and disability as predictors of academic performance, co-curricular participation, and discipline.*”
- “*To enhance communication and dialogue with the district and Community.*”
- “*To work efficiently to use district resources (community, time, people, facilities, technology, and finances) in fulfilling our mission.*”

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Chaos or Community Word Wall (Integrated in all Curriculum areas), by Jackie Scott and Lee Kaltman

Subject	Grade	Time Length	Author
English Language Arts	PK-12	ongoing	lkaltman

Lesson Description

Each grade level teacher has reading material that they use as a read aloud or individual reading. In this lesson the teacher would find words and examples that correspond to the construct of **chaos or community** and place them on a Word Wall that will grow through the whole year.

Major Understanding

- Students will be able to find words and examples corresponding to chaos and community when they read and listen to texts.
- They will be able to appreciate and fully understand the meaning of chaos and/or community.

Essential Questions

What do Chaos and Community mean to you?

Skills

- Develop word recognition. Increase vocabulary.
- Compare and contrast words to chaos and/or community.
- Higher level thinking.

Vocabulary

Chaos, Community (Vocabulary idea to consider: Utilize and include on an ongoing basis related to classroom management expectations when the question arises of whether an action may be contributing to community expectations or creating chaos.)

Assessment

Ongoing assessment in which every student will create a portfolio packet for each concept - chaos and community. The younger grades might create drawings for each concept, and the older grades might use words and/or pictures and a written explanation. Lastly post comment on MLK wiki discussion board: *What do Chaos and Community mean to you?*

Procedure

In the beginning of the year every teacher will create a word wall. There will be two words on the word wall as headings: **Chaos** and **Community**. There will be an initial discussion on the meaning of chaos and/or community. In addition, students will be shown Dr. King's book, *Where Do We Go From Here: Chaos or Community*, and told that copies of this book are being read throughout school and community.

Then throughout the year, during and after reading books and texts from the course, there will be a discussion of the story line and then students will find words that relate to chaos and/or community and attach those words to a WORD WALL. Students will also be required to keep a portfolio packet relating to the words chaos and community. In the younger grades, the examples might be drawings or corresponding words to the alphabet. In the older grades students can write the words and explain what the word means to them and why they think it relates to chaos or community.

As a cumulative assessment students will go to the WIKI page for their school at: <http://icsdmlkhome.wikispaces.com/> and respond to the prompt which the teacher will put into the discussion board: "What do Chaos and Community mean to you?"

For younger grades, the teacher can complete the assessment as a class and respond for the whole class.

NOTES: The lesson should be embedded in the whole school district's effort to create a culture of community (i.e. Behavior Management, consequences of behaviors; all skills outcomes - all students, all adults, working together to create a community.)

Technology Integration

Add pictures to appropriate page of the MLK wiki: <http://icsdmlkhome.wikispaces.com/>

Post a comment on the appropriate discussion board page of the MLK wiki: <http://icsdmlkhome.wikispaces.com/>

Culturally Affirming Components

Create a classroom (school, individual, neighborhood and familial) atmosphere where people feel comfortable to discuss (and act on) all ideas that relate to themselves. Create a community.

Note: This is an example of practicing empathy and taking the risk of stepping out of your comfort zone.

Special Needs Accommodation

All reading will be done aloud in class. All vocabulary will be broken down so all students can comprehend and participate. Students with accommodations for written tasks will have a modified assignment in regard to length and the amount of description provided in the post. Extended time will be given if needed.

Resources

King Jr., ML. (1967). *Where Do We Go From Here: Chaos or Community?*. Boston, MA: Beacon Press.

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Inclusion/Exclusion, by Ellen Rowe & Mary Patte

Subject	Grade	Time Length	Author
English Language Arts	PK-2	2 days - 30 minutes	erowe

Lesson Description

Use the story *Babushka Baba Yaga*, by Patricia Polacco to think about and discuss how it feels to be excluded. Also discuss things we can do to make sure that other people are not excluded. Specific quotes to Martin Luther King Jr.'s *Where Do We Go From Here: Chaos or Community* should be incorporated into this lesson.

Major Understanding

- It is essential to be aware of the importance of including people.
- We always need to be sure that our words and actions do not exclude other people.

Essential Questions

- How do people feel when they are excluded?
- What things make people feel included?
- What can we do to help other people feel included?

Skills

- Listen for understanding
- Communicate ideas and responses
- Imagine what it might be like for someone else

Vocabulary

Excluded, included

Assessment

- Listen to students' interactions and discussions
- Anecdotally - notice and record behavior changes

Procedure

Day 1:

1. Discussion - Have you ever felt excluded? How did it feel to be excluded?
2. Introduce Babushka Baba Yaga - This is a story about someone who was excluded because she looked different.
3. Look at the pictures of Babushka Baba Yaga. - What do you notice about her?
4. What is Babushka Baba Yaga thinking? Why isn't she with the other people in the village?
5. What do you think Babushka Baba Yaga is planning to do?
6. Read up to the part "She left never to return." - Why did Babushka Baba Yaga leave? How did she feel?
7. Discussion - What do you think about the things the other babushka's said?

Day 2:

1. Review first part of story. Review discussion about exclusion. What do you think will happen next?
2. Finish story
3. Discuss - What did the people in the village learn?
4. What can we learn from this story?
5. How would you change your thinking and your actions because of your discussion about this story?

Technology Integration

Use pictures, YouTube videos, and voice threads to share insights into ways to help other people feel included.

Culturally Affirming Components

Students will take action to improve the quality of their lives and the lives of people in their community.

Special Needs Accommodation

Reading aloud and discussion support auditory and verbal learners. The use of pictures and videos supports visual learners.

Resources

Babushka Baba Yaga, by Patricia Polacco

Supporting Materials**Supporting Web Sites**

<http://icsdmlkhome.wikispaces.com/>

Addy's anti bias song lesson, by Addy Davidoff

Subject	Grade	Time Length	Author
Social Studies	PK-2	20-40 min	rbeckman

Lesson Description

Children will learn a song about Dr. King. They will make up new verses to this song to show understanding of King's ideas. Based on the age of the group, appropriate connections will be made to the actual text of Chaos or Community and to Addy's video, as well as to students' lives.

Major Understanding

- Dr. King dreamed of a better world.
- Children will learn ways to express King's ideas.
- Each of us can dream of making our world better.

Essential Questions

- What was Dr. King's dream?
- How did he envision a world without bias?
- What is your dream of a better world?

Skills

- Children will learn a song.
- Children will generate new words and ideas to the song.
- Children will add their ideas to a Voicethread.
- Children will learn skills needed use Voicethread.
- Children will make connections between school and their own lives.

Vocabulary

Will vary depending on the ideas the children generate or books that are read to children.

Assessment

1. Anecdotal observation of involvement in activity (i.e. Do children listen? Do children sing? Do children generate new ideas? Are children able to speak/type into voicethread?)
2. Voicethread will show what students think about Dr. King's dreams and their own lives.

Procedure

1. To begin, the teacher can read a developmentally appropriate book about Dr. King.
2. Then show the video which is housed as a voicethread at <http://voicethread.com/share/879020/3> or <http://icsdmlklacs.wikispaces.com/Voicethreads> (words and music by Ruth Mainer).
3. Replay the video as needed
4. As the video suggests, children can generate new ideas for verses to this song. Since much of the book *Chaos or Community* discusses economic injustice, the teacher can raise this issue, if the book or children do not. (Example: "He wanted every body to earn fair wages".)

Technology Integration

"Students use digital media to communicate their work collaboratively, including at a distance, to support learning and contribute to the learning of others "(ISTE)

Culturally Affirming Components

- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.
- Students will make connections between home and school.

Special Needs Accommodation

Voicethread supports both visual and auditory learners.

Resources

Need a computer with a screen that can be viewed by the children as well as an internal or external microphone for recording.

NYS Standards

Social Studies 2005

All people need others. (K-K)

All children and adults have responsibilities at home, in school, in the classroom, and in the community. (K-K)

Students, teachers, and staff are all citizens of the school community and have rights and responsibilities. (1-1)

People making and changing rules and laws (1-1)

People plan, organize, and make decisions for the common good. (1-1)

Supporting Materials

Supporting Web Sites

<http://voicethread.com/share/879020/>

<http://icsdmlklacs.wikispaces.com/Voicethreads>

*words and music by Ruth Mainer

All the Same/All Different, by Edna Brown and Deborah Jordan

Subject	Grade	Time Length	Author
Social Studies	PK-3	30-45 minutes	ebrown; djordan

Lesson Description

Students will explore what they know about themselves, what they look like, and what their interests are. They'll explore ways in which they are the same as their peers and ways in which they are different.

Major Understanding

- Each person has worth and is unique.
- Each has a unique set of physical characteristics as well as a unique set of interests, likes, etc.
- In many ways, we are the same.
- In many ways, we are different.
- We all have traits we bring to our classroom community.

Essential Questions

- Who am I?
- What do I look like?
- What do my peers look like?
- How do I describe myself?
- How do my peers describe themselves?
- How are we the same?
- How are we different?
- How do others see me?

Skills

- Observing self in mirror
- Creating self-portrait (collage, free form drawing)
- Describing self with words
- Identifying colors
- Matching

Vocabulary

same, different, likes, dislikes, reflection, self-portrait

Assessment

Students completed self-portrait and list of words to describe self.

Procedure

Teacher will read a story (example We are all the Same, We are all different). Teacher will model looking in mirror and then doing self-portrait based on what he/she sees. Teacher will model making list of words that describes him/her. Teacher will lead discussion about how peers are the same (people may have 2 eyes, one nose, etc.) and how peers are different (different interests, abilities, physical characteristics). See *Where Do We Go From Here: Chaos or Community?* “all inhabitants of the globe are now neighbors (p. 177) and in a multiracial society no group can make it alone (p. 51).

Technology Integration

The teacher will take digital pictures or scan student work samples and post these on the appropriate page of the ICSD Participates in the MLK Community Build wiki.

Culturally Affirming Components

As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.

Special Needs Accommodation

Adult proximity/assistance for those who need it. Pre-cut materials (face, eyes, hair). Adult as scribe for child who cannot make list of descriptive words.

Resources

Books appropriate to each age level. Examples: *All the Colors of the Earth* by Sheila Hamanaka, *I Love My Hair* by Natasha Anatasia Tarpley, *I Like Me* by Nancy Carlson, *I Like Myself* by Karen Beaumont, *Whoever You Are* by Mem Fox, *The Colors of Us* by Karen Katz, *The Skin You Live In* by Micheal Tyler, *Two Eyes a Nose and a Mouth* by Robert Grobel

Art Materials (including a wide variety of paper or paints or crayons in skin tones, hair types).

Reference from *Where Do We Go From Here: Chaos or Community?* by Martin Luther King Jr. page 54. “One of the first principles of personal adjustment is the principle of self-acceptance.”

NYS Standards

Social Studies 2005

Myself and others (K-K)

Each person has likes and dislikes. (K-K)

Each person is unique and important. (K-K)

People are alike and different in many ways. (K-K)

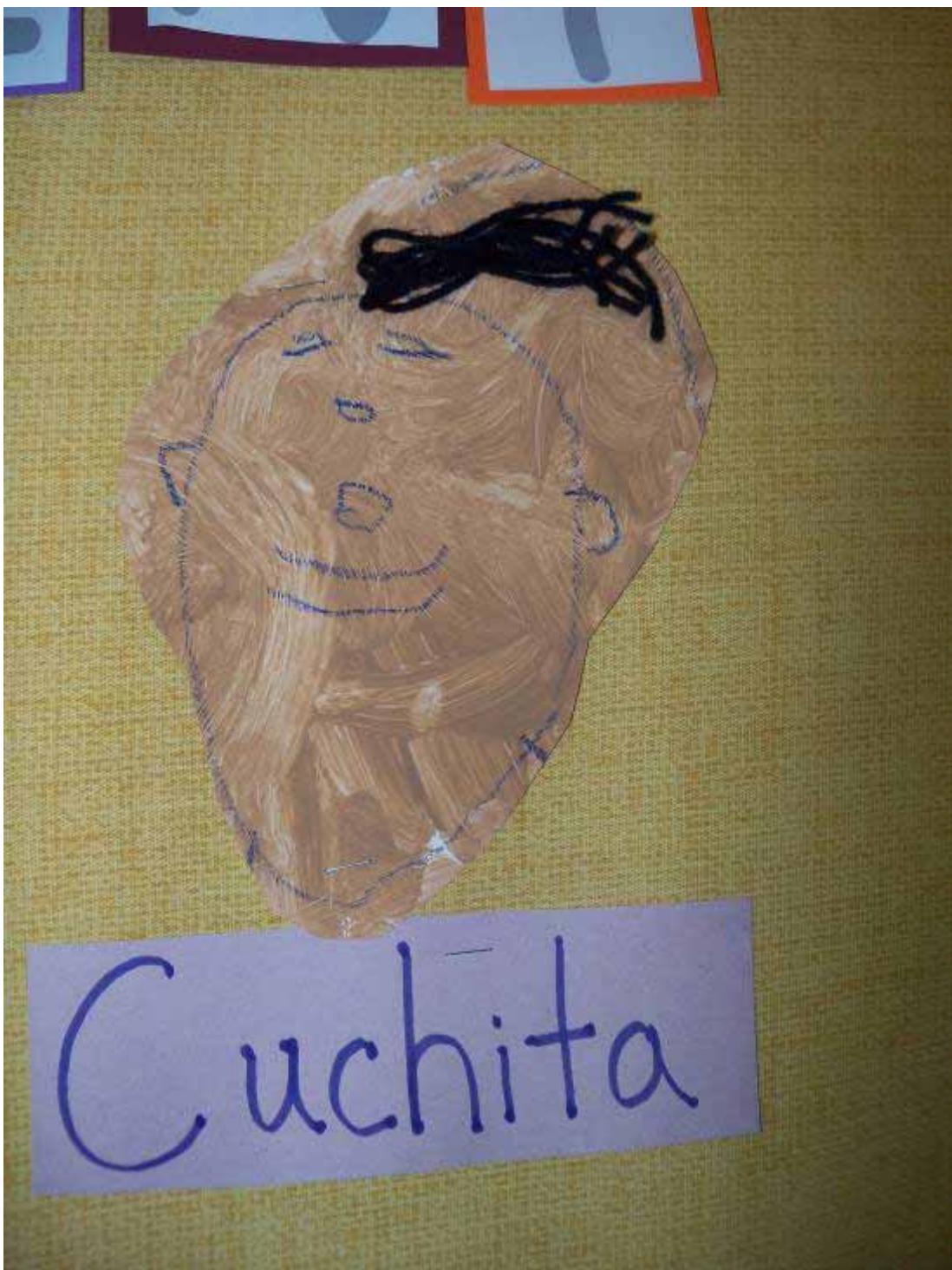
Supporting Materials

MLKLessonpic1.doc

mlklessonpic2.doc

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>





WE ARE ALL DIFFERENT



WE ARE ALL THE SAME



Empathy for PLAYGROUND CITIZENSHIP by Lee Kaltman and Steve Anagnostos

Subject	Grade	Time Length	Author
English Language Arts	PK-5	1 day ongoing	lkaltman

Lesson Description

Students using conflict resolution and second steps can learn how to empathize with someone hurting themselves on the playground, and also feel empathy towards another who is excluded from an activity.

Major Understanding

The playground is the setting where most interactive play is done by students without adult intervention. It is spontaneous and action oriented and the rules of the interactions are usually decided by the kids. Sometimes students get hurt or a conflict is created because a group of students do not want to play with a particular student. This lesson will teach students to empathize by remembering a time they got hurt, instead of feeling pity for the person. This lesson will also teach students how to feel empathy for the student who is not included, and how to use this empathy to actively include him or her.

Essential Questions

- What does it mean to feel empathy?
- How can empathy help us make more respectful choices?

Skills

- Students will learn the definition of empathy.
- Students will learn how to role play.
- Students will learn how to invite someone to join an activity.

Vocabulary

Empathy, pity, feeling, fellow, agony, include

Assessment

Give situation to student and ask them to articulate and demonstrate what they are going to do:

- Someone falls and hurts themselves on the playground, what are you going to do?
- Someone wants to play with your group of friends but your friends do not want to play with her/him. How are you going to handle the situation?

Procedure

Start off lesson by explaining to students you will be sharing with them a quote from Martin Luther King Jr. Give students a history of MLK Jr. Then read this quote from *Where Do We Go From Here: Chaos or Community?*, "Pity is feeling sorry for someone; empathy is feeling sorry with something; Empathy is fellow feeling for the person in need - his pain, agony, and burdens" pg. 107.

Now spend sometime discussing this quote and defining vocabulary. After you do this, have students role play situations: where a student gets hurt and they model what they should do and they articulate how the child might feel. Also, role-play a situation where there is a conflict because students do not want to play with a particular student, and model for them how they should react and articulate how that child probably feels. Explain that empathy means being able to say to yourself, "I think the person must feel...." Rotate roles among all students so all students can gain an experience.

Technology Integration

Attach pictures to WIKI: <http://icsdmlkhome.wikispaces.com/>

Culturally Affirming Components

- Create a classroom atmosphere where people feel comfortable to discuss all ideas that relate to them.
- Make sure all students feel included.
- If you want ideas for how to do this, ask your equity mentors.

Special Needs Accommodation

All reading will be done aloud in class. All vocabulary will be broken down so all students can comprehend and participate. All students will be actively encouraged to participate. Extended time will be given if needed.

Resources

King Jr., ML. (1967). *Where Do We Go From Here: Chaos or Community?* Boston, MA: Beacon Press.

NYS Standards

Language Arts 2005

Listen to and identify spoken language sounds in the environment (PK-PK)

Use new vocabulary words to talk about life experiences (PK-PK)

Listen respectfully without interrupting others (PK-PK)

Speak for different purposes (e.g., share ideas about personal experiences, books, or writings; retell a story; dramatize an experience or event) (PK-PK)

Listen respectfully and responsively (PK-1)

Take turns in conversation and respond respectfully when speaking in a group (2-2)

Participate in group discussions (2-2)

Respond appropriately to what is heard (4-4)

Participate cooperatively and collaboratively in group discussions of texts (5-5)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Unit: MLK - The Giant Triplet, by Lily Cavanaugh, Margitta Cudlin, Maggie Salvato

Subject	Grade	Time Length	Author
English Language Arts	K-1	2 Weeks	lcavananu

Lesson Description

King often discussed the need for a revolution of values, and spoke of the necessity of conquering the Giant Triplets of racism, militarism and materialism in order to do so. This unit teaches young children (K-1) about the Giant Triplets and focuses on praxis: what can you do today to non-violently combat racism, violence (militarism) and greed (materialism)? This unit is a collaborative effort. I wrote it all out, but the 3 of us (me - Lily Cavanaugh, and Maggie Salvato, and Margitta Cudlin) planned it together to be taught in our 1st grade classes at Enfield Elementary School. Learning Activities

Lesson:

Morning Message response item that morning: "What do you know about Dr. Martin Luther King, Jr.?" (Provide visual of King; allow for written, drawn or verbal response.)

Review answers and read the book, *My Brother Martin: A Sister Remembers Growing up With the Rev. Dr. Martin Luther King Jr.* by Christine King Farris. While reading, define the word racism (see vocabulary), have children find examples of racism and **what King and others do to combat it**.

Discuss the book, and introduce and define the words racism, greed and violence (chart these).

Introduce "Pennies for Peace" (see attached file MLK_letter_to_parents.doc) as first action item; send home the letter to families.

Lesson 2:

Morning Message response item that morning: "What do you want to know about Dr. Martin Luther King, Jr.?" (Provide visual; allow for written, drawn or verbal response.)

Review answers, and refer back to the chart with the words racism, greed and violence; review these words, and allow for choral response of their definitions.

Read the book, *Big and Bad* by Etienne Delessert. While reading, discuss the extreme greed demonstrated by the wolf; ask questions such as "What will happen if the wolf keeps gobbling all of the animals up?" Explore the possibility of nothing being left for others, starvation and extinction. Before reaching the last page, discuss a **non-violent option for the pigs and other animals** to solve their conundrum. Discuss the choice the animals made, and how their decision differs from students'.

Turn and talk: "What could you do instead of being greedy?" Chart answers across from the word **greed** on the chart (see jpeg of Giant Triplets chart).

Read Aloud: *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport and Bryan Collier. Introduce the concept of a **boycott**. Optional: act out the word by assigning parts and using pretend money.

Lesson 3:

Morning Message response item that morning: "What will you do instead of being greedy?" (Leave the book *Big and Bad* near by; allow for written, drawn or verbal response.) Review answers, and the chart.

Read the book, *Click, Clack, Moo: Cows that Type* by Doreen Cronin. Pose the question before reading, "What do the animals do instead of using violence?" Introduce the concept of a **strike** while reading.

After reading, and turning and talking, chart children's responses across from the word **violence** on the chart (see jpeg of Giant Triplets chart).

Optional (and powerful!) lesson: After viewing an MLK speech (of your choice - for options, visit <http://mlkcommunitybuild.wikispaces.com>), discuss the power of the medium of speeches, and what they might require (i.e. a belief and an action step). Using the format found in the file *MLK_speech.doc*, and Voicethread (www.voicethread.com), model and demonstrate writing/drawing a speech and recording it into Voicethread. Have students do this themselves as a center or using whatever format works within your classroom.

Lesson 4:

Morning Message response item that morning: "What will you do instead of being violent?" (Leave the book *Click, Clack, Moo: Cows that Type* near by; allow for written, drawn or verbal response.) Review answers, and the chart.

Read the book, *Amazing Grace* by Doreen Cronin. Set students' purpose before reading, "Imagine Grace's class is our class. What could you do if you heard Natalie's racist words? What about Raj's words about girls?"

After reading, turning and talking, and role-playing, chart children's responses across from the word **racism** on the chart (see jpeg of Giant Triplets chart).

Lesson 5:

Morning Message response item that morning: "What will you do instead of being racist?" (Leave the book *Amazing Grace* near by; allow for written, drawn or verbal response.) Review answers, and the chart.

Introduce the handprint **action promises** (see jpeg of handprint), with the sentence starters:

"I will share by..." (anti-materialistic sentence starter)

"I will treat others fairly by..." (anti-racist sentence starter)

"I will make peace by..." (anti-militaristic sentence starter).

Brainstorm ideas, using the chart. Focus on **what they can do right now as kids**. Allow children to write/draw their action promises to nonviolently combat the Giant Triplets of racism, militarism and materialism.

End:

Post the hands in a central location in the school. Share on your school's MLK wiki.

Morning Message response item that morning: "What did you learn about Dr. King?"

Note: There are many other books and materials that you can use to enrich the aforementioned experiences. See the resources section for more books. Additionally, it is important to mention that while teaching these lessons, we added many more role-playing and movement activities to meet our students' needs. Engage your students however you see fit!

Major Understanding

- King believed that there were 3 main problems with our world today: racism, greed and violence.
- We can work together and independently to make those 3 problems disappear.
- Each of us have the power to change what we believe is wrong.

Essential Questions

- Why should we work for justice?
- How do greed, racism and violence hurt everyone?
- What can you do to non-violently combat greed, racism and violence?

Skills

Students will develop the following:

- critical thinking skills
- planning and speaking skills
- visual expression (through drawing and writing)
- listening skills
- vocabulary skills

Vocabulary

Racism - a belief, policy and/or action perpetrated by white people or by organizations that hurts people of color based on the belief that people of color are inferior to white people.

Violence (militarism) - damage through physical and/or emotional force.

Greed (materialism) - excessive want, particularly for material things.

Boycott - to stop buying or using a product or service in order to achieve a political goal.

Strike - to stop working as protest until an employer accedes to the workers' demands.

Non-violence - the belief and practice of refraining from violence as a means of achieving political or ideological change.

Assessment

- The “action promise” and Voicethreads provide assessments for student learning.
- There are no specific guidelines, but all students should demonstrate an understanding of something they can do in opposition to racism, greed and violence.
- The formative assessment in Lesson 2 allows teachers to respond with information that relates to student interest and that is relevant to their lives.

Procedure

See above in the description.

Technology Integration

- Voicethread
- School wiki
- Digital pictures (to share on wiki, or elsewhere)- "Students use digital media to communicate their work collaboratively, including at a distance, to support learning and contribute to the learning of others." (ISTE)

Culturally Affirming Components

The focus of this unit is to provide children with agency and skills to affect change in their lives right now. There are multiple opportunities for direct connections to their lives

Special Needs Accommodation

Providing optional outlets for demonstration of learning is key: drawing, voice recording, writing and interacting will allow students with a wide range of abilities to participate meaningfully in the learning activities. The charts support a variety of learners in that they allow for visual thinking and help to promote recall if posted. Additionally, the Morning Message helps students connect to prior learning and attach it to new learning.

Resources

See <http://mlkcommunitybuild.wikispaces.com> for a wide variety of resources.

<http://icsdmlkhome.wikispaces.com>

The following are picture books that relate to the Giant Triplets and how to work against them: *Miss Rumphius* by Barbara Cooney, *We Dream of a World* by Scholastic Inc., *Humble Pie* by Jennifer Donnelly

Supporting Materials

Action promise 1.jpg

Action promise 3.jpg

Action promse 2.jpg

MLK letter to parents.doc

MLK speech.doc

Speech example 1.jpg

Speech example 2.jpg

Supporting Web Sites

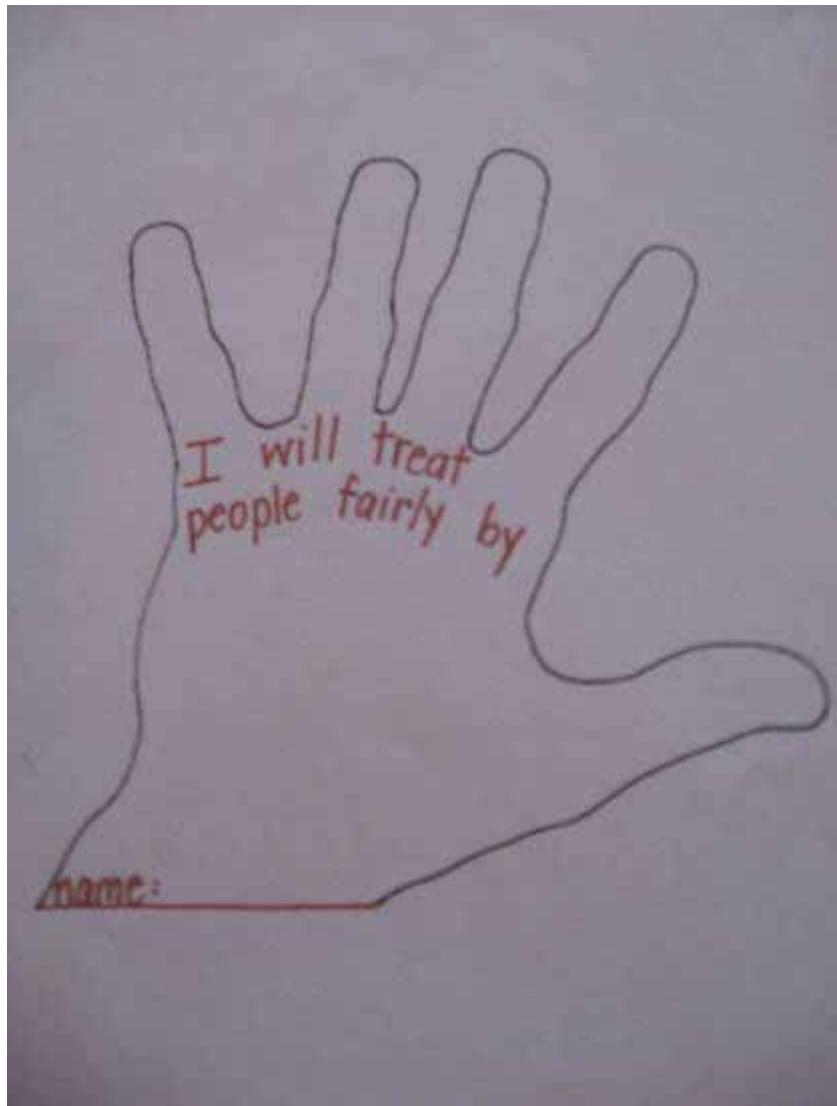
<http://mlkcommunitybuild.wikispaces.com>

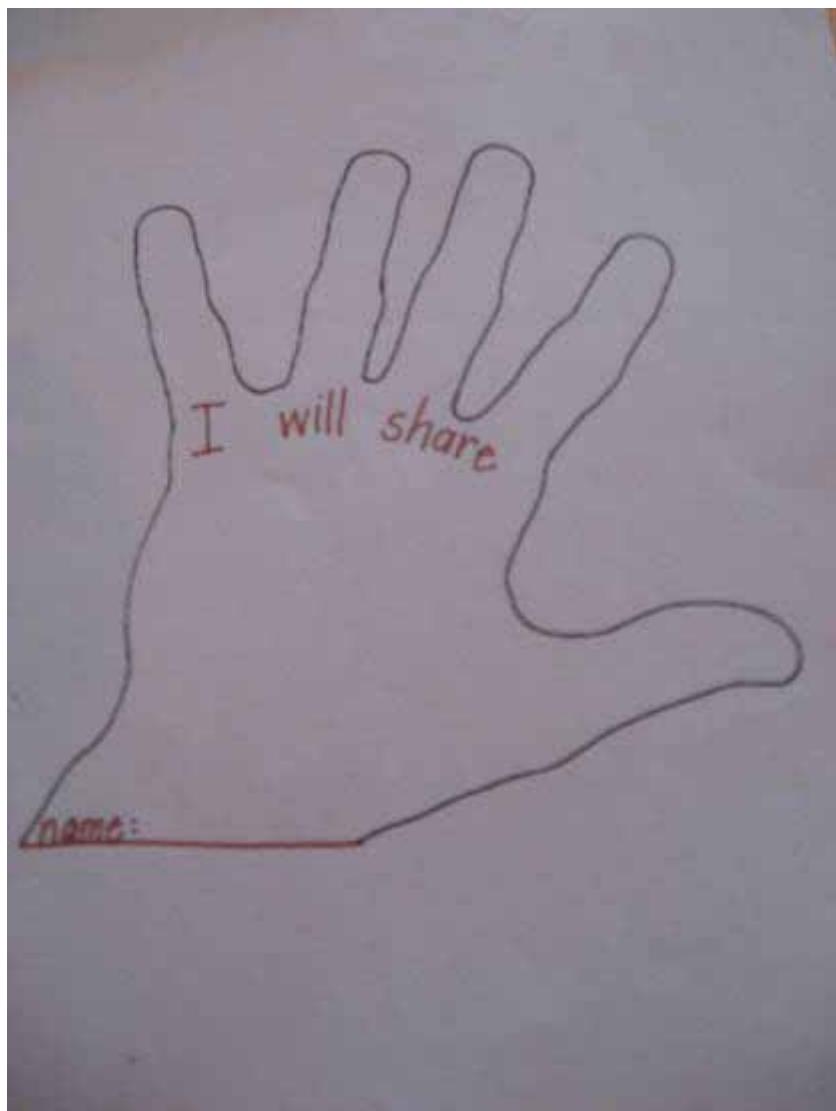
<http://icsdmlkhome.wikispaces.com>

Pennies for Peace

Put your pennies
here to share what
you have with someone
who needs it more than you!

fair to others
peace
share







Dear Families,

January 12, 2010

Happy January! We are about to embark on a journey learning about **Dr. Martin Luther King, Jr.** In order to do this on a deep and meaningful level, we will be learning about the 3 most important social ailments that King addressed in his last book, Where Do We Go From Here: Chaos or Community (1967), which is in the process of being reprinted through the Ithaca-based MLK Community Build (see <http://mlkcommunitybuild.wikispaces.com/> for more information!). The three that he discussed in great depth are **racism, materialism** and **militarism**. We will be focusing on teaching children ways to combat these problems; here are some of the ways that we will be teaching around these:

- **Racism:**
 - Books: Amazing Grace, Tar Beach, Martin's Big Words
 - What can you say or do when you hear or see racism?
 - Writing letters, boycotts; reading Click, Clack, Moo: Cows That Type
- **Militarism:**
 - Books: Miss Rumphius, We Dream of a World, We Stand For Children
 - How can you work for peace?
 - What can you say and do when you see violence?
- **Materialism:**
 - Books: Big and Bad, Humble Pie, Needs and Wants
 - What happens when people (individually and collectively) are greedy?
 - What can you give that would mean a lot to other people?
 - *Pennies for Peace*

This brings us to an important piece! **We will be collecting spare change – *Pennies for Peace*** – to give to other folks who need more than us. This is one of the ways that we will work to enact change. We look forward to your help and participation in ***Pennies for Peace***, and thank you for *all* of your wonderful help!

Yours very truly,

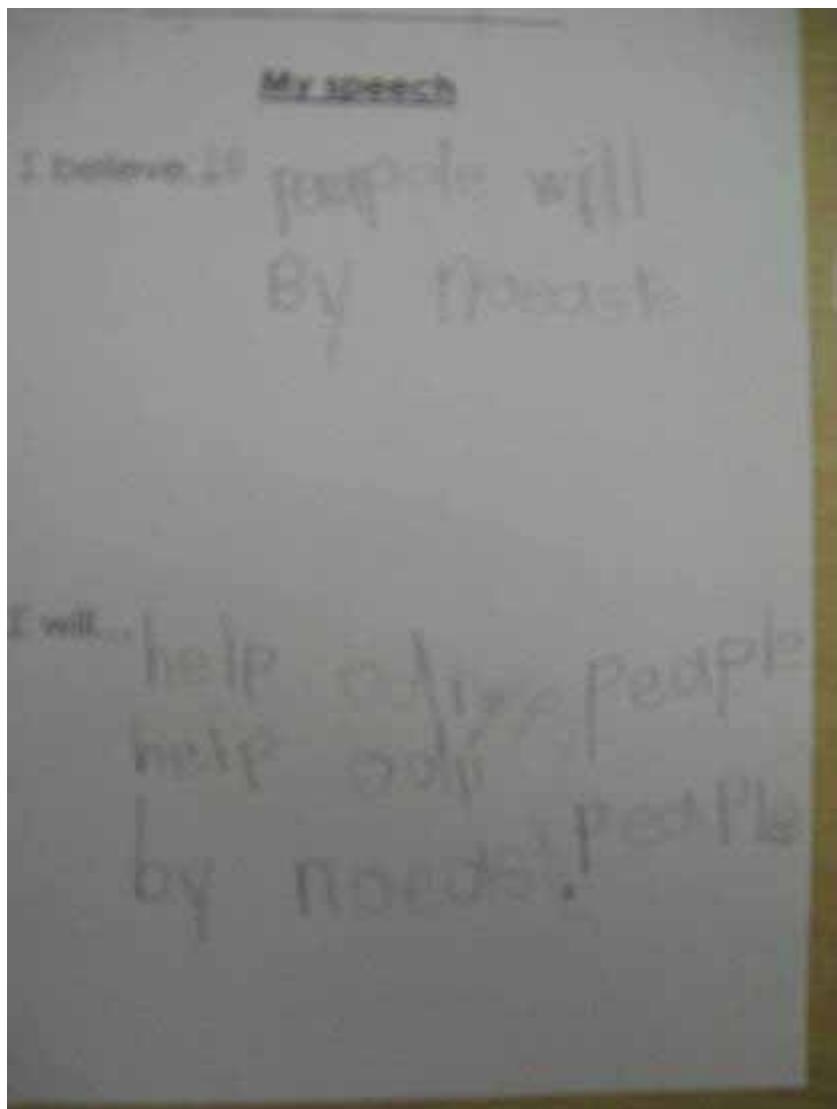
Mrs. Cudlin, Mrs. Salvato and Ms. Cavanaugh

name _____

My speech

I believe...

I will...



My speech

I believe... that pepl wod s
I believe that pepl wod m
I believe That pepl wod
Shar Cbs I believe

I will... Shar my clos

Unit: Line Dance (MLK), by Valerie White

Subject	Grade	Time Length	Author
Physical Education	K-5	2 weeks	vwhite

Lesson Description

To promote wellness and fitness, students will demonstrate rhythm, and community cooperation, by coordinating movement with a group, to various pieces of music. Two dances are taught each day (ex. Hip Hop and Step Dance - small portion of dance is taught each day). The lesson is designed to help students experience the difference between Chaos and Community, taken from the title of Dr. Martin Luther King's book *Where Do We Go From Here: Chaos or Community?*

Major Understanding

- Chaos is created when students do not work together on a project or task.
- Students will learn that if they work together and listen to each other, they can create community.
- Dances: Cupid Shuffle, Cha Cha Slide, Mississippi Stump, Macarena, Hustle, Cotton Eyed Joe, Hip Hop, Irish Jig, Step Dance, Chicken Dance, Hokey Pokey

Essential Questions

- What does chaos look and feel like?
- What does community look and feel like?

Skills

- Step to beats
- Move in conjunction with the group
- Flexibility
- Stamina

Vocabulary

right, left, backward, forward, slide, stomp, Charlie Brown, Criss Cross, Cha Cha, reverse, egg beater, Travolta, hop

Assessment

The teacher will observe student movement as they dance and provide additional instruction as needed.

Procedure

The teacher begins by introducing the title of Dr. King's book, and asking students if they have heard of the book or seen it around town. The teacher then explains the difference between chaos and community, and explains how important it is for people to work together and pay attention to each other if they are going to effectively perform group dances. The teacher then instructs students on the specific dances, according to the attached directions. Two dances are taught each day (ex. Hip Hop and Step Dance - small portion of dance is taught each day). The teacher provides some key instruction, one or two chunks at a time, allowing students to practice throughout.

Technology Integration

YouTube Videos can be used for demonstration and instruction

Culturally Affirming Components

- Many dances in the unit affirm different cultures/ethnicities.
- This unit includes: Irish Dancing, Step Dance, Latin dance and African dance.

Special Needs Accommodation

Someone can push the student the direction of the dancers, if she/he needs physical support. Students can choose to do the hand movements only on certain songs.

Resources

Video of Cotton Eyed Joe instructions, Irish Dance, and Hip Hop dance, and Step Dance

NYS Standards

Physical Education 1996

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. (PK-6)

Students will understand and be able to manage their personal and community resources. (PK-6)

Supporting Materials

Dance Instructions, Dance Lesson Plan

Supporting Web Sites

Macarena Instructional video - <http://www.YouTube.com/watch?v=vlzwuFkn88U>

Cha Cha Slide Demo - <http://www.YouTube.com/watch?v=jCEudFfw6I&feature=related>

Cupid Shuffle Instructional video - <http://www.YouTube.com/watch?v=iJQKBk4oDr4>

What Would You Do? by Caline Khavarani

Subject	Grade	Time Length	Author
English Language Arts	1-5	1 day	caline.khavarani

Lesson Description

This lesson revolves around the children's book entitled *What Would You Do?* The teacher can read each story to the students or students may read parts of the book aloud to the class. The teacher should allow time for the students to discuss what they would do at the end of each scenario. (One great extension for older students is having them write their own story, modeled after those in the book.)

Major Understanding

Students will have the opportunity to put themselves in the shoes of other children who encounter challenging scenarios - they will have the opportunity to think about what they would do when faced with different types of discrimination and prejudice.

Essential Questions

- What should we do when we encounter discrimination or prejudice in our lives?

Skills

If the teacher wants students to read parts of the story aloud, students will need to know how to read. Otherwise, just basic listening and discussion skills will suffice.

Vocabulary

Racism, prejudice, discrimination.

Assessment

Students might be asked to write a paragraph or a few sentences on what they've learned. Students will be asked to share their ideas orally.

Procedure

The teacher might read each story to the students and lead a discussion when the story ends, or the teacher might have the students read the book aloud (based on the students' reading levels). Either way, discussions should take place after each story ends.

Technology Integration

Perhaps the class could use the internet to further discussions on these topics.

Culturally Affirming Components

- Students will use the stories to develop their own notions about racism and prejudice.
- The educator will carefully guide discussions to ensure a safe learning environment.
- Educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

Resources

Every elementary school library in our district will have a copy of the book "What Would You Do."

Supporting Materials

Supporting Web Sites

Martin's Big Words, Lesson 1, by Randi Beckmann

Subject	Grade	Time Length	Author
English Language Arts	1-3	30-45 min	rbeckman

Lesson Description

Teacher will read the book, "Martin's Big Words, the Life of Dr. Martin Luther King, Jr." by Doreen Rappaport. The book introduces the children to Dr. King's life and his teachings about non-violence. Children will learn that they can understand "big words", if they slow down and think about them. Children will discuss the story and pull out quotes from MLK that they like. The teacher will write or have the children write quotes (depending on their age and ability) they like on large paper and ask the children to illustrate these ideas.

Major Understanding

- Children will learn that Dr. King, Jr. was an important leader, remembered for his work on non-violence.
- Children will learn that Dr. King used "big words" to help others.

Essential Questions

- How did MLK use words to help others?
- What words did he use?
- What are "Big Words" and how do we understand them?

Skills

- Children will listen to a story about MLK.
- Children will learn to understand "big words" by slowing down and thinking about these words with others.
- Children will understand that quotation marks indicate speech.
- Children will see that many minds working together make it easier to understand something and in this case it is MLK's words.
- As listeners and readers, students will collect data, facts and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information

Vocabulary

Rights, freedom, peace, together, dream

Assessment

- Ongoing anecdotal assessment of engagement
- Chart of children's ideas
- Posters showing what children have learned

Procedure

Ask children what they know about Dr. Martin Luther King. Tell children that you are going to read them a story called, “Martin’s Big Words” about the life of Dr. Martin Luther King. Explain that on each page there will be print that is the author telling a story about MLK and that, in addition, (show some pages as an example) there will be quotation marks with a different color text to indicate MLK’s words.

Point out quotation marks. Read the story. Stop after quotes to make sure the children understand each quote. Explicitly tell children that when we slow down and think about words together, it is easier to understand.

Highlight portions of the book that deal with non-violence. After reading the story discuss the story. Ask children about MLK’s views on non-violence. What does he believe? Record ideas on chart paper. Why?

Follow up Activity: Have children make posters using quotes from the book. Either have the children write the quotes or you write the words for the children and then have the children illustrate the words.

Technology Integration

Integration can occur in the next lesson or by posting scans/photos of the poster on the MLK wiki

Culturally Affirming Components

- Students will take action to improve the quality of their lives and the lives of people in their communities.
- Students will have an opportunity to express their own beliefs about Dr. King's beliefs.

Special Needs Accommodation

Students will have the option of writing or drawing to show what they know.

Resources

Book and or video of “Martin’s Big Words” by Doreen Rappaport

NYS Standards

Language Arts 2005

Attend to a listening activity for a specified period of time (PK-1)

Create a drawing, picture, sign, or other graphic to represent a word or concept (PK-1)

Respond respectfully (PK-1)

Read grade-level texts for different purposes (1-1)

Ask questions in response to texts (1-1)

Respond respectfully (2-4)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Martin's Big Words, Lesson II, by Randi Beckmann

Subject	Grade	Time Length	Author
Social Studies	1-3	20-30 minutes	rbeckman

Lesson Description

Children will review the book “Martin’s Big Words” or show the video of “Martin’s Big Words”. The video is available at the Tompkins County Public Library. Children will apply what they learned from MLK Lesson 1 to quotes from *Where do we go from here: Chaos or Community?* Children will consider how MLK’s words relate to their own lives.

Major Understanding

- Children will learn that MLK had a dream of a better world.
- Children will listen to new MLK quotes and figure out what MLK meant.

Essential Questions

- What did MLK believe in?
- What things did he want changed?
- What do you believe in?

Skills

- Children will listen for ideas, and to discover relationships and concepts.
- As speakers, children will use oral and written language to acquire, interpret, apply, and transmit information.

Vocabulary

just, wage

Assessment

- Anecdotal records.
- Do children respond orally?
- Are children focused? Engaged?

Procedure

Yesterday we read the book, *Martin’s Big Words*. What do you remember about that book? Either re-read portions of the book as a reminder, or show the film. Then show the children the book, *Where Do We Go From Here, Chaos or Community*. Explain that many people in our town are reading this book and that although it is intended for older students, even we can understand it because we know how to slow down and work together to understand "big words".

Show and read the children the following two quotes from the book. On war, "This way of settling differences is not just" p.199 and "There is nothing to prevent us from paying an adequate wage to every American family" p. 199. Discuss these quotes.(Each quote comes from the book “Chaos or Community”, but is referenced in some way in *Martin’s Big Words*.) Then discuss how these quotes connect to our world today.

Technology Integration

Use the video of the book, *Martin's Big Words*, if available. See lesson III for ways students can show their thinking via Voicethread

Culturally Affirming Components

- Students will show many ways of solving problems.
- Students will be able to work together to understand 'big words.'
- Students will learn about respecting differences in terms of wages.
- Students will learn how we can work to change ideas, laws, wages etc. that are unjust.

Special Needs Accommodation

Reviewing prior day's work build's background knowledge. This effort supports all learners, including those with specail needs. Showing and reading quotes supports multilple learning styles.

Resources

Where Do We Go From Here, Chaos or Community, by Dr. Martin Luther King, Jr.

NYS Standards

Social Studies 2005

People work to earn money to purchase the goods and services they need and/or want. (1-1)

Students, teachers, and staff are all citizens of the school community and have rights and responsibilities. (1-1)

People form governments in order to develop rules and laws to govern and protect themselves. (1-1)

People plan, organize, and make decisions for the common good. (1-1)

Students can participate in problem solving, decision making, and conflict resolution. (1-1)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Martin's Big Words Lesson III, by Randi Beckmann

Subject	Grade	Time Length	Author
Technology Education	1-3	will vary	rbeckman

Lesson Description

Children will respond to various quotes from Martin Luther King Jr. on *VoiceThread*, an online tool.

Major Understanding

- Martin Luther King was an influential leader.
- His words are remembered today.
- We interpret his words and respond with our own words.

Essential Questions

- How do children respond to MLK's important words?
- How do his words influence us today?

Skills

- Children will analyze ideas, information, and issues.
- Children will respond as speakers and writers.
- As speakers and writers, children will present, in oral and/or written form, their opinions, ideas and judgments on MLK quotes.

Vocabulary

voicethread

Assessment

- Does student respond appropriately to quotes?
- Does child listen and/or see their responses and edit work?
- Is child able to follow basic computer prompts to make entries into voicethread?

Procedure

“Over the past few days we have learned how to listen to quotes and understand what the words mean. Today we are going to respond to these quotes on the computer, so we can share our ideas with many other people.” Go to <http://voicethread.com/share/668853/> (a *voicethread* account where your children in your class can respond to MLK quotes.) If you have questions or concerns contact the technology mentor in your building. For general directions on how to use *voicethread* go to <http://literacychanges.wikispaces.com/voicethread>.

**If your class does respond on the voicethread, ask your tech mentor to “embed” this on your school’s page of the MLK wiki:

<http://icsdmlkhome.wikispaces.com/>

Technology Integration

Voicethread, Keyboarding skills, Recording skills/editing skills, Posting voicethread to MLK wiki

Culturally Affirming Components

Children are affirmed by seeing and hearing their diverse ideas on the Web.

Special Needs Accommodation

Voicethread - Children can choose to respond verbally or in writing

Resources

Teacher will capitalize on children's experiences by asking them to respond to MLK quotes.

NYS Standards

Science, Math and Technology 1996

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. (PK-6)

use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound. (PK-6)
telecommunicate a message to a distant location with teacher help. (PK-6)

Supporting Materials

Supporting Web Sites

<http://voicethread.com> for general info on Voicethread

<http://voicethread.com/share/668853/> for MLK voicethread link

<http://icsdmlkhome.wikispaces.com/> for ICSD Participates in the MLK Community Build wiki

Picturing Martin, by Kari Krakow

Subject	Grade	Time Length	Author
Visual Art	2	2 hour long sessions	kkrakow

Lesson Description

Students will draw a vivid portrait of Martin's Luther King's life after looking at illustrations by Malcah Zeldis in the book, Martin Luther King. (This lesson can be used in conjunction with *Dear Dr. King*, which makes explicit connections to *Where Do We Go From Here: Chaos or Community?*)

Major Understanding

- Martin Luther King fought for human rights in many ways.
- Illustrations can communicate powerful and important information.

Essential Questions

- How does Malcah Zeldis show Dr. King's strength and courage in her illustrations in the book, Martin Luther King?

Skills

Students will respond to and analyze works of Art. (NYS Art Standard #3)

Vocabulary

Civil rights, slavery, justice, segregation, boycott, civil disobedience, sit-in, march, procession

Assessment

Student pieces.

Procedure

Teacher will read the book Martin Luther King, by Rosemary L. Bray, discussing and explaining themes and vocabulary. Students will pay special attention to the folk art paintings by Malcah Zeldis. Students can especially notice that this artist chooses to make central figures much bigger than the background and that bright colors are used throughout.

Students will choose excerpts from the book that they would like to illustrate in their own way. Excerpts and copies of the illustrations are given to each student to help guide their work. Students are given materials, markers, crayons, pastels, paper to create an illustration of the excerpt from the book. Illustrations can be shared in a public display with excerpts attached or in a voice thread where photos are taken of student work and students read the excerpt that inspired the drawing.

Technology Integration

- Digital photos of student work uploaded to MLK wiki.
- Voice thread of students reading segments of the book, *Martin Luther King*, showing student illustrations.

Culturally Affirming Components

- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision.
- Each student can chose a portion of Dr. King's life to illustrate.

Special Needs Accommodation

Extra time to illustrate will be provided as needed. Excerpts can be read to students.

Resources

Martin Luther King, by Rosemany L. Bray, illustrated by Malcah Zeldis.

Markers, crayons, pastels, paper

Supporting Materials

Supporting Web Sites

www.voicethread.com

<http://icsdmlkhome.wikispaces.com/>

Dear Dr. King, by Kari Krakow

Subject	Grade	Time Length	Author
English Language Arts	2	Two hour long sessions	kkrakow

Lesson Description

Students will reflect on the life of Dr. King and what they might ask him if he were alive today.

Major Understanding

Children will make connections between their lives and the life of Dr. King.

Essential Questions

What would you like to ask Dr. King if he were alive today?

Skills

- Students will read, write, listen, and speak for literary response and expression.
- Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Vocabulary

Slavery, justice, segregation, civil rights, passive resistance

Assessment

Student writing and Voicethread production.

Procedure

After listening to biographies of Dr. King, the teacher will read sections from the book, *Dear Dr. King: Letters from Today's Children to Martin Luther King Jr.* and an excerpt from *Where Do We Go from Here: Chaos or Community?* (The teacher should preview book and choose sections that are grade level appropriate.)

The teacher asks the children what questions they would like to ask Dr. King if he were here today. The teacher writes down student responses on chart paper. Students chose a question form the list. Then students write down questions and practice reading these fluidly and with expression.

Images of Dr. King are chosen from the internet and each student chooses what picture she/he would like to add her/his voice to. Voicethread can be sent to other classrooms, teachers, and families for responses.

Technology Integration

Voice thread linked to MLK wiki

Culturally Affirming Components

- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision.
- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

Questions can be scribed. Extra practice time will be provided, as needed, for each student to read question. Using voicethread to support learning styles.

Resources

- Computer Projector
- *Dear Dr. King: Letters from Today's Children to Martin Luther King Jr.*
- *Where Do We Go from Here: Chaos or Community?*
- Dr. King biographies

Supporting Materials

Supporting Web Sites

<http://voicethread.com>

<http://icsdmlkhome.wikispaces.com/>

NYS Standards

ELA Standard 1: Students will read, write, listen, and speak for information and understanding.

ELA Standard 2: Students will read, write, listen, and speak for literary response and expression.

- Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- As speakers and writers, students will use oral and written language for self-expression and artistic creation.

ELA Standard 3: Students will read, write, listen, and speak for social interaction.

Lesson: The Great Migration, by Kari Krakow

Subject	Grade	Time Length	Author
Visual Art	3	3 hour long sessions	kkrakow

Lesson Description

- To make connections with Martin Luther King's book, *Where Do We Go From Here: Chaos or Community*: "What is needed today on the part of White America is a committed altruism, which recognizes the truth. True altruism is more than the capacity to pity; it is the capacity to empathize. Pity is feeling sorry for someone; empathy is feeling sorry with someone. Empathy is the fellow feeling for the person in need-his pain, agony, and burdens (Pg. 107).

"The dark side of the picture appears to make the future bleak, if not hopeless. Yet something says this is not true.....The Negro was crushed, battered and brutalized, but he never gave up. He proves again and again that life is stronger than death. The Negro family is scarred: it is submerged; but it struggles to survive (pgs. 114 – 115).

- To use *The Great Migration*, by Jacob Lawrence to teach about history, empathy, courage, and hope:

"To me migration means movement. There was a conflict and struggle. But out of the struggle came a kind of power and even beauty. 'And the migrants kept coming' is a refrain of triumph over adversity. If it rings true for you today, then it must still strike a chord in our American Experience (Introduction).

"There is a story of African-American strength and courage. I share it now as my parents told it to me, because their struggles and triumphs ring true today. People all over the world are still on the move, trying to build better lives for themselves and their families" (Pg 59).

Major Understanding

- Northern Migration of large numbers of African-Americans took place after WW1.
- Lawrence's own parents were part of this migration and Lawrence uses art to convey the harshness and violence that accompanied the men and women on their journey to a better life.

Essential Questions

How does Jacob Lawrence show the strength, dignity and grace of the people who were part of the great migration?

Skills

- Students will respond to and analyze works of Art.
- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Vocabulary

Migration, migrants, slavery, justice, segregation, laborers, industrial, riots, storefront church, empathy.

Assessment

Student work- paintings and response sheets.

Procedure

In previous discussions of the community involvement in the MLK build, teacher has posted aforementioned quotes from Martin Luther King and Jacob Lawrence on the board and asks students to respond and discuss.

Session One: Teacher will read the intro to the book *The Great Migration*, which explains who Jacob Lawrence is and why he painted the series for this book. Then teacher will read the book, *The Great Migration*, asking students to pay close attention to paintings by Jacob Lawrence. Vocabulary words will be discussed and posted as the text is read. Teacher will also post the question, *How does Jacob Lawrence show the strength, dignity and grace of the people who were part of the great migration?*

Afterwards, students will brainstorm their answers to this question and teacher will record. Students should notice color palate and simplicity of images.

Teacher will post quotes from Jacob Lawrence on the board and ask student what they think they mean and how they might relate to quotes from Martin Luther King. Teacher will pass out copies of the four quotes and ask student to pick one and respond to with the sentence, “I like this quote because... or “I think this quote means”.

Student responses will be added to board around the quotes.

Session 2: Perhaps during library time, students can view Jacob Lawrence site

<http://www.whitney.org/www/jacoblawrence/> on large screen and go over sections, “Meet Jacob Lawrence” and “Jacob Lawrence’s Art”. Look at special sections on “Tell your Own Story”.

Session 3 & 4:

The poster from this book is posted in the room. Ideally, some color copies of original pages have been made. Teacher will have prepared paints in the color palate used by Lawrence for this book. Lawrence used hardboard panels but white card stock paper could also be used.

Students are told that their task is to tell their own story with pictures. Students should sketch using paint or charcoal and then paint using darker colors first and then filling in lighter ones. The first paint layer should be dry before beginning a new layer. The entire paper should be filled. After painting, the students should think of a title or caption that can accompany this piece. Finished pieces and captions can be displayed with original quotes:

- “What is needed today on the part of White America is a committed altruism, which recognizes the truth. True altruism is more than the capacity to pity; it is the capacity to empathize. Pity is feeling sorry for someone; empathy is feeling sorry with someone. Empathy is the fellow feeling for the person in need-his pain, agony, and burdens (Pg. 107).
- “The dark side of the picture appears to make the future bleak, if not hopeless. Yet something says this is not true.....The Negro was crushed, battered and brutalized, but he never gave up. He

proves again and again that life is stronger than death. The Negro family is scarred: it is submerged; but it struggles to survive (pgs. 114 – 115).

References from Jacob Lawrence's, *The Great Migration*:

“To me migration means movement. There was a conflict and struggle. But out of the struggle came a kind of power and even beauty. ‘And the migrants kept coming’ is a refrain of triumph over adversity. If it rings true for you today, then it must still strike a chord in our American Experience (Introduction).

“There is a story of African-American strength and courage. I share it now as my parents told it to me, because their struggles and triumphs ring true today. People all over the world are still on the move, trying to build better lives for themselves and their families” (Pg 59).

Technology Integration

Poster from Dewitt library, “Great Art Series.”

<http://www.whitney.org/Collection/JacobLawrence>

URL for Whitney Museum featuring Jacob Lawrence Exhibit

<http://www.whitney.org/www/jacoblawrence/>

Student work can be posted to the appropriate page of MLK wiki:

<http://icsdmlkhome.wikispaces.com/>

Culturally Affirming Components

- Students will deepen their empathy for others.
- Students will learn how one can gain courage through adversity.

Special Needs Accommodation

- Teacher can act as scribe or offer help sounding out words and spelling
- Beginning ESL accommodations: choose your favorite picture from the text.
- Teacher can copy and add to the board.

Resources

- Martin Luther King's book, *Where Do We Go From Here: Chaos or Community*: "What is needed today on the part of White America is a committed altruism, which recognizes the truth. True altruism is more than the capacity to pity; it is the capacity to empathize. Pity is feeling sorry for someone; empathy is feeling sorry with someone. Empathy is the fellow feeling for the person in need-his pain, agony, and burdens (Pg. 107).

"The dark side of the picture appears to make the future bleak, if not hopeless. Yet something says this is not true.....The Negro was crushed, battered and brutalized, but he never gave up. He proves again and again that life is stronger than death. The Negro family is scarred: it is submerged; but it struggles to survive (pgs. 114 – 115).

- *The Great Migration*, by Jacob Lawrence:

"To me migration means movement. There was a conflict and struggle. But out of the struggle came a kind of power and even beauty. 'And the migrants kept coming is a refrain of triumph over adversity. If it rings true for you today, then it must still strike a chord in our American Experience (Introduction).

"Theirs is a story of African-American strength and courage. I share it now as my parents told it to me, because their struggles and triumphs ring true true today. People all over the world are still on the move, trying to build better lives for themselves and their families" (Pg 59).

Supporting Materials

Supporting Web Sites

- <http://www.whitney.org/Collection/JacobLawrence>
- <http://www.whitney.org/www/jacoblawrence/>
- <http://icsdmlkhome.wikispaces.com/>

NYS Standards

- NYS Art Standard #3 Students will respond to and analyze works of Art.
- NYS Social Studies Standard #1 Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Walk a Mile, by Wendy Wallitt

Subject	Grade	Time Length	Author
English Language Arts	3	4-5 45 minute blocks	wwallitt

Lesson Description

- This lesson uses texts about the experiences, oppressions and strengths of African-Americans to help students understand the effects of racism.
- Jan Nigro's song *Walk a Mile* will be pre-taught to introduce the concept of walking in another's shoes (understanding another person's experience).
- A quote by Martin Luther King Jr., from his book *Where Do We Go From Here: Chaos or Community?*, p. 109, will be introduced:
 - Over and over again it is said in the black ghettos of America, “no white person can ever understand what it means to be a Negro.” [In order to bridge the divide]...the white man must begin to walk in the pathways of his black brothers and feel some of the pain and hurt that throb without letup in their daily lives.
- In small groups, students will read a biography of a twentieth century African-American who persisted in the face of racism. Students will be directed to imagine that they are one of the people portrayed in the book.
- After reading and discussing the book, each student will write a reflection about the challenges and triumphs experienced by the person portrayed in the book.

Major Understanding

- The experiences of African-Americans have been different from those of white Americans.
- Racism and oppression have created a lot of pain and hurt for African-Americans, and have impacted white Americans in a variety of ways.
- African-Americans have used experiences of oppression to create strong values and culture.
- MLK said a white person “must begin to walk in the pathways of his black brothers ...” in order to begin to understand what their experience is.
- White Americans can begin to understand the experiences of African-Americans by “walking in their shoes,” and can learn a lot about the roles of white Americans at the same time.
- Black people in America live in a culture dominated by whites: teachers, doctors, police, elected leaders, etc. are predominantly white. Therefore, in some respects, they already walk in the shoes of white Americans every day.

Essential Questions

- What are some of the ways the lives of African-Americans have been different from those of white Americans as a result of racism and oppression?
- How would I feel and what would I do if I were in the shoes of the person portrayed in this book?
- What connections with my own life can I make as I read about this person's experiences?
- How does racism affect white Americans?

Skills

- Explain the concept of a metaphor
- Read unfamiliar texts to collect facts and ideas
- Identify main ideas and supporting details in texts
- Write and speak in response to the reading of informational texts
- Consider a concept other than student's own

Vocabulary

Oppression, racism, empathy, metaphor, African-American, Negro, Black, White, European-American, biography.

Assessment

Student can demonstrate their understanding of the concepts by one of the following means:

- Completing a written response sheet identifying one goal of the person portrayed in the book; three steps he or she took to reach that goal; and how the student thinks the person felt at the beginning and the end of the book,
- Writing answers to the above questions on the discussion page of the MLK wiki, or
- Drawing a series of pictures, with dialogue bubbles, depicting the main events and the emotions the events evoked.

Procedure

The teacher will lead students in singing the chorus of Jan Nigro's song *Walk a Mile*, and ask what students think it means to walk in someone else's shoes. The concept of "metaphor" will be taught. Discuss how walking in another's shoes can help you understand people and experiences different from your own.

Then, students will be asked to recall what they know about MLK Jr. The quote from *Where Do We Go From Here?: Chaos or Community* will be posted and read aloud. The notion of walking in another's shoes will be linked to the quote. Respectful terminology for African-Americans and European-Americans will be clarified and put into a historical context. Dr. King's use of terms that seem to exclude women will also be discussed in historical context.

Optional: The teacher will then invite students to listen to a read-aloud (for example, historical fiction story *Goin' Someplace* by Patricia McKissack) and walk a mile in the shoes of a character in the book. The book will be discussed during and after the reading, and students will be asked how they felt as they imagined themselves in the shoes of that character.

On the following day, students will be assigned to a guided reading group with appropriately leveled, multiple-copy biographies of twentieth century African-Americans. The genre *biography* will be briefly reviewed. After a book introduction by the teacher, students will read the book, discuss the main events, imagine themselves in the shoes of one of the people portrayed in the book, and talk about how they think they would feel in that person's place.

Students will share with their classmates what they learned about the person in the book and how it felt to walk in that person's shoes. Attention will be directed again to the MLK quote. Connections will be made between the biographies and the quote.

The teacher will make the point that Black people in America live in a culture dominated by whites: teachers, doctors, police, elected leaders, etc. are predominantly white. Therefore, in some respects, they already walk in the shoes of white Americans every day. Students of color may choose to contribute to this part of the discussion, or choose not to. The teacher should be clear that such choice should be respected.

The teacher will make the point that the experiences of black people in America have also resulted in a vibrant and proud culture. (See related MLK Build lessons by Mayra Sanchez-Farley and Sarah Jane Bokaer).

Technology Integration

- Written responses can be posted on the appropriate page of the MLK wiki. This can be done by scanning in written work, posting them and photographing them, or by having students enter their responses directly.

Culturally Affirming Components

- Students will reflect on the effects of racism on people of color and on whites.
- Students will learn about the ways in which African-Americans have effectively resisted racism and created their own history.
- Students of color may feel validated as they see their white classmates grappling with issues of racism, and begin to see white allies against racism emerging among their classmates.
- Use of song provides an additional way for auditory learners to engage in the work.

Special Needs Accommodation

If biographies at an appropriate reading level for particular students cannot be found, they may be read aloud to those students or made available on tape or CD.

Resources

Walk a Mile song by Jan Nigro and Vitamin L <http://www.vitaminl.org/lyrics/walkamile.php?lyrics=walk>

Someplace by Patricia McKissack

Lets Read About Ruby Bridges by Ruby Bridges (Fontas and Pinnell Level H)

Teammates by Peter Golenbock (Fontas and Pinnell Level N)

The Story of Ruby Bridges by Robert Coles (Fontas and Pinnell Level O)

Wilma Unlimited by Kathleen Krull (Fontas and Pinnell Level P)

Fly High! The Story of Bessie Coleman by Louise Borden

Supporting Materials

Walk a Mile song by Jan Nigro and Vitamin L <http://www.vitaminl.org/lyrics/walkamile.php?lyrics=walk>

Goin' Someplace by Patricia McKissack

Lets Read About...Ruby Bridges by Ruby Bridges (Fontas and Pinnell Level H)

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The Story of Ruby Bridges by Robert Coles (Fontas and Pinnell Level O)

Wilma Unlimited by Kathleen Krull (Fontas and Pinnell Level P)

Fly High! The Story of Bessie Coleman by Louise Borden

Supporting Web Sites

<http://www.vitaminl.org/lyrics/walkamile.php?lyrics=walk>

<http://icsdmlkhome.wikispaces.com/>

Martin Luther King Jr. Did Not End Enslavement, by Monica Lang (with Renee Sawatzky)

Subject	Grade	Time Length	Author
Social Studies	3-4	2 weeks	mlang

Lesson Description

This unit will introduce students to the historical time period, events, and key figures in the abolition of enslavement and segregation in the United States.

Major Understanding

- The similarities and differences between enslavement and segregation.
- The important historical figures in the abolition of enslavement and segregation.
- The time periods within which enslavement and segregation occurred.

Essential Questions

- How are enslavement and segregation in US history similar?
- How are enslavement and segregation in US history different?

Think about...

- When and how did enslavement in the US occur?
- When and how was enslavement abolished?
- When and how did segregation become instituted in the US?
- When and how was segregation abolished?

Skills

- Students will read fiction picture books on slavery and segregation to build background knowledge.
- Students will read nonfiction texts on both US enslavement and segregation and answer questions.
- Students will fill in a timeline of the major events leading to the abolition of enslavement and segregation in the US.
- Students will complete a Venn diagram comparing and contrasting US enslavement and segregation.

Vocabulary

Enslavement, plantation, Civil War, Union, Confederate, secede, segregation

Assessment

- Student discussion and ability to independently complete questions, timeline and Venn diagram.

Procedure

This is a unit plan. The specific procedure is described in each lesson.

Technology Integration

- Create timeline using Timeliner.
- Use Google for a variety of graphic organizers for comparing and contrasting enslavement and segregation.
- Digital pictures of student work (diagrams and timelines) will be posted on the appropriate page of the ICSD MLK Wiki.

Culturally Affirming Components

- Students will learn of major African-American historical figures important in the abolition of enslavement and segregation (Frederick Douglas, Harriet Tubman, Martin Luther King Jr., Rosa Parks).
- Students will consider how the struggles to end enslavement and segregation impact all of us.

Special Needs Accommodation

Resources

See individual lessons.

NYS Standards

Social Studies 2005

Important events and eras of the near and distant past can be displayed on timelines. (3-3)

People in world communities may have different interpretations and perspectives about important issues and historic events. (3-3)

Human needs and wants differ from place to place. (3-3)

People in world communities make choices due to unlimited needs and wants and limited resources. (3-3)

People in world communities must depend on others to meet their needs and wants. (3-3)

Economic decisions in world communities are influenced by many factors. (3-3)

People in world communities may have conflicts over rules, rights, and responsibilities. (3-3)

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them. (3-3)

The slave trade and slavery in the colonies (4-4)

Supporting Materials

Supporting Web Sites

Martin Luther King Jr. Did Not End Enslavement

Lesson 1

by Monica Lang (with Renee Sawatzky)

Subject	Grade	Time Length	Author
Social Studies	3-4	1 week	mlang

Lesson Description

Students will listen to and read fiction and nonfiction picture books on enslavement to build background information. Students will discuss the information read, answer questions, and write a response. Students will read excerpts from the book, *Juneteenth*, by Denise M. Jordan and the article, "The Question of Slavery," by Eric Arnesen (from the magazine *Appleseeds*, January 2009) and answer questions based on the texts.

Major Understanding

- Students will understand the time period in which enslavement occurred.
- Students will learn about the important historical figures in the abolition of enslavement.
- Students will learn about the events leading to the enslavement of Africans and African-Americans in US history.

Essential Questions

- What would a conversation between an enslaved person and a slave owner (with each giving their point of view) be like?

Think about...

- Why were African-Americans enslaved?
- What was it like to be enslaved?
- How and why did the Civil War begin?
- How did enslavement end?
- Who were important historical leaders in the abolition of enslavement?

Skills

- Students will listen to and read fiction and nonfiction text to gather information on the topic of US enslavement.
- Students will identify key events in the history of enslavement.
- Students will write to show what they have learned from the texts.

Vocabulary

plantations, slavery, abolitionist, Union, Confederacy (Confederate States of America), secede, Civil War, Emancipation Proclamation, 13th Amendment

Assessment

- Student's ability to independently answer questions based on the texts.
- Students will fill in a timeline of the major historical events from the beginning of US enslavement of Africans to the abolition of slavery.

Procedure

Students will listen to and read picture books depicting the US enslavement of Africans and African-Americans. They will write literary responses or draw a picture indicating what they learned from the text. Students will read an excerpt from the book *Juneteenth*, by Denise M. Jordan and answer the questions on the accompanying worksheet. Students will read an article, "The Question of Slavery," by Eric Arnesen from the magazine *Appleseeds* (January 2009) and answer the accompanying questions based on the text. Students will complete a timeline highlighting some of the major historical events from the beginning of the enslavement of Africans and African-Americans in the colonies to the abolition of slavery.

Technology Integration

Use Timeliner to create time line

Culturally Affirming Components

- Students will learn how people successfully struggled to end enslavement and segregation.
- Discuss the quotes from Martin Luther King Jr.'s book *Where Do We Go From Here: Chaos or Community?* "It is important to understand that the basis for the birth, growth, and development of slavery was primarily economic." pgs.75 - 76

Special Needs Accommodation

All students will benefit from listening to the texts read aloud. Pictures will support visual learners. Before creating timelines, students will put cut-out strips of events in the abolition of enslavement in order. This supports the kinesthetic learners.

Resources

Picture Books:

- Erickson, Paul. *Daily Life on a Southern Plantation 1863*. (Bound to Stay Bound, 2001. ISBN 0613284593 Order Info). This is an excellent vehicle for bringing slavery, and the plantation life it enabled, into focus. Starting with some brief history about the origins and conventions of slavery, the book goes on to follow individual inhabitants of the plantation for a single day. The plantation owners, Mr. and Mrs. Henderson and their three children, in addition to the overseer, live a nice life. Rosena and Daddy Major and their two sons are the slaves.
- Feelings, Tom. *The Middle Passage: White Ships Black Cargo*. (Dial, 1995. ISBN 0803718047 Order Info). This intense picture book spares the viewer little in portraying the horrors of the middle passage for slaves. The pain, sadness, anger and grief are palpable.
- Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*. Illustrated by James Ransome. (Random, 1995. ISBN 0679874720 Order Info). Clara is taught to sew by another slave on the plantation so that she can work in the big house instead of in the fields. Soon afterwards, Clara learns about maps and the Underground Railroad. She constructs a quilt with a map in the pattern so that she'll remember the way to the Ohio River. Other slaves, realizing what Clara is doing, add details to the map. When Clara is ready, she leaves the quilt behind for others to use. She knows the way now.
- McKissack, Patricia. *Christmas in the Big House, Christmas in the Quarters*. Illustrated by John Thompson. (Scholastic, 1994. ISBN 0590430270 Order Info). The contrast between the ways the two cultures lived on the Virginia plantation in 1859 is stark and intensely revealing. The holiday brings forward the complex relationship between the slaves and the owners.
- Turner, Ann. *Nettie's Trip South*. Illustrated by Ronald Himler. (Simon & Schuster, 1987. ISBN 0027892409 Order Info). Through a series of letters, a girl from the North communicates her glimpses of slavery in the American South.

Other Picture Books:

- Edwards, Pamela Duncan. *Barefoot: Escape on the Underground Railroad*
- Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*
- Hopkinson, Deborah. *Under the Quilt of Night*
- Kulling, Monica. *Escape North! The Story of Harriet Tubman*
- Nolen, Jerdine. *Big Jabe* It is about a legendary slave character who appears on plantations and makes life easier in the times of slavery.
- Rappaport, Doreen. *Freedom River*
- Riggio, Anita. *Secret Signs: Along the Underground Railroad*
- Ringgold, Faith. *Aunt Harriet's Underground Railroad in the Sky*
- Sanders, Scott Russell. *A Place Called Freedom*
- Winter, Jeanette. *Follow the Drinking Gourd*

NYS Standards

Social Studies 2005

Important events and eras of the near and distant past can be displayed on timelines. (3-3)

The causes and effects of human migration vary in different world regions. (3-3)

The physical, human, and cultural characteristics of different regions and people throughout the world are different. (3-3)

Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? (3-3)

Human needs and wants differ from place to place. (3-3)

People in world communities make choices due to unlimited needs and wants and limited resources. (3-3)

People in world communities must depend on others to meet their needs and wants. (3-3)

Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make. (3-3)

People in world communities use human, capital, and natural resources. (3-3)

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them. (3-3)

Governments in world communities develop rules and laws. (3-3)

Governments in world communities plan, organize, and make decisions. (3-3)

Supporting Materials

See attached.

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Why Were African - Americans slaves?

Many southern states had large farms called **plantations**. The owners of the large farms needed a lot of workers. They wanted workers they did not have to pay.



★
8





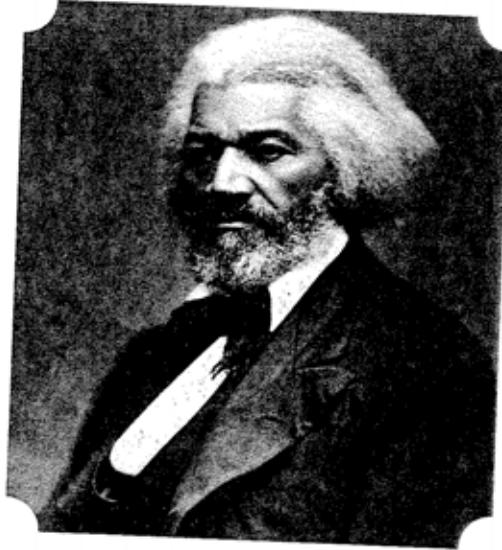
*This drawing shows **slaves** being sold. Many families were separated when they were sold to different owners.*

Men hired ships and sailed to Africa.
They trapped African men, women,
and children to take back to America.
The Africans were then sold into **slavery**.



9

An Argument Over Slavery



*Fredrick Douglass escaped slavery. He became an **abolitionist** and a writer.*

★
10

Some people believed that **slavery** was wrong. Many northern leaders wanted to end slavery. But **plantation** owners did not want to free the **slaves**.



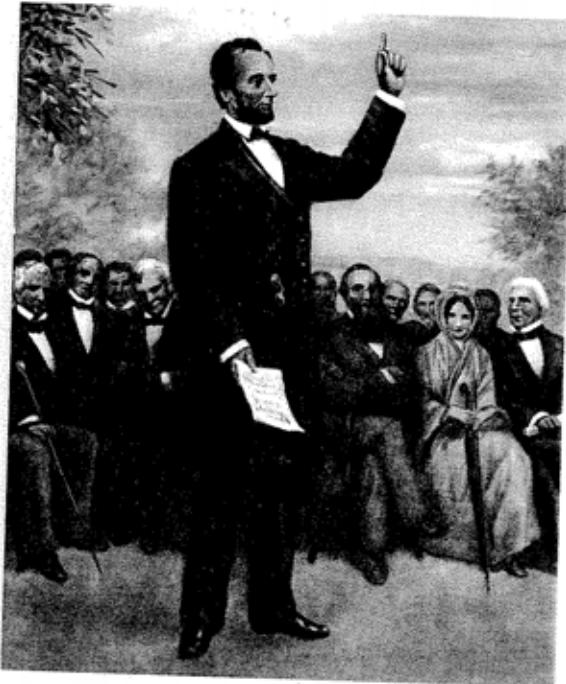
These men are having a meeting about slavery. Many people wanted to end slavery.

Southern leaders were tired of the northern leaders telling them to free the slaves. They decided to form their own government.



11

A War Is Started



President Abraham Lincoln said the southern states could not form their own government. If they tried, he would send the army to stop them.



12



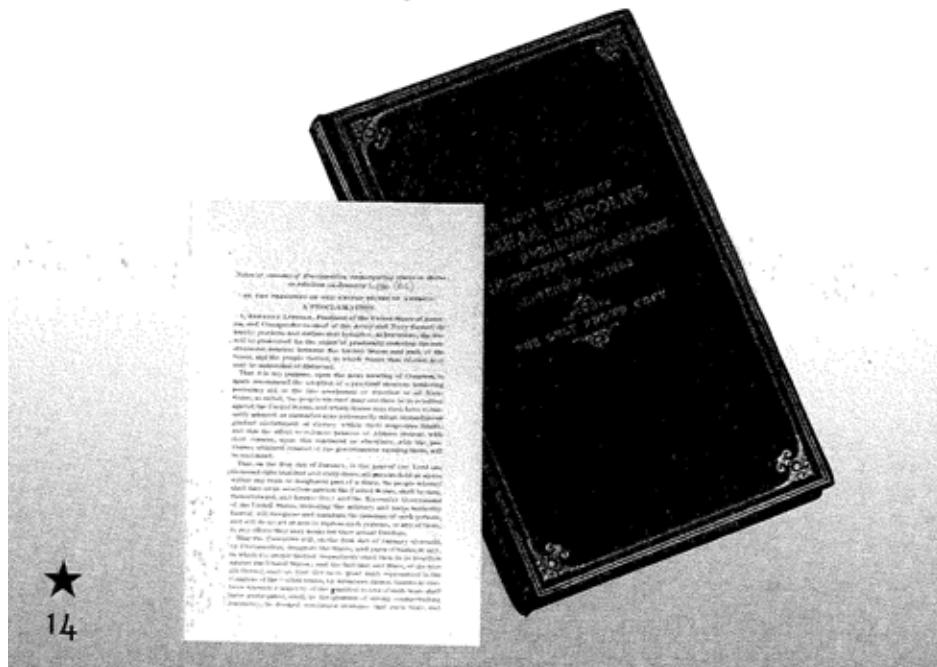
These men were part of the Confederate States of America.

The southern states started their own government. They called themselves the Confederate States of America. They formed an army and navy. Then, they attacked the United States and started the **Civil War**.

★
13

Rumors of Freedom

During the **Civil War**, Lincoln put out an order freeing all **slaves**. It was called the **Emancipation Proclamation**. Most slave owners refused to tell their slaves about freedom. But **rumors** of freedom quickly spread throughout the South.



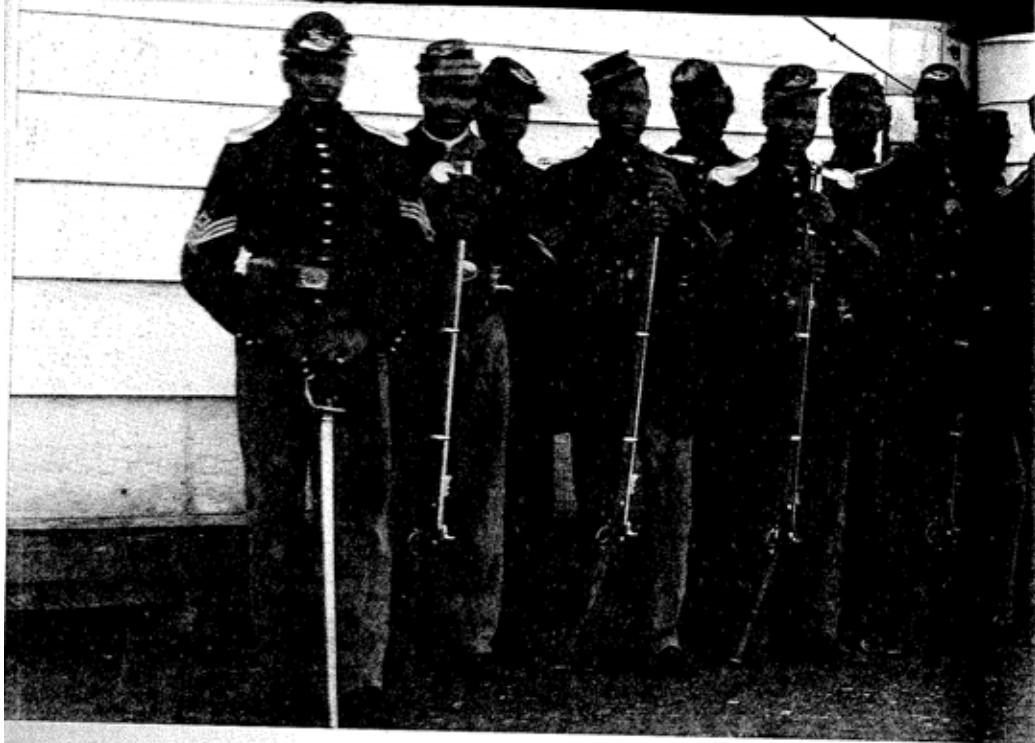


During the Civil War the states that stayed loyal to the government was known as the Union. This Union soldier is removing the chains from a slave.

One person told another, then another, then another. Just by word of mouth slaves learned the news. Some slaves left the **plantations** and headed for the city. Some of them went to help the Union soldiers.



15

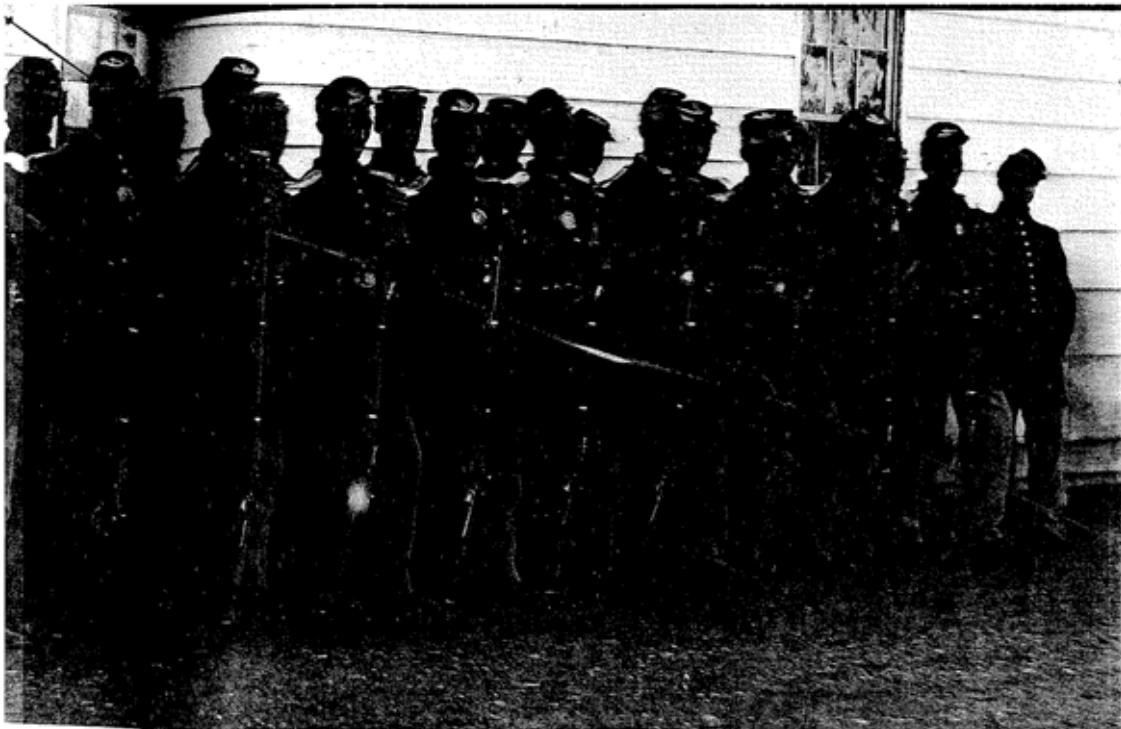


The Union Goes to Texas

Slaves in Texas were not told about freedom. The plantation owners did not want to lose their slaves. If slaves talked about freedom they were punished.



16



*During the Civil War many **freed** slaves joined the Union army.*

On April 9, 1865 the Confederate army
surrendered. The **Civil War** was over.
The Union troops marched into Texas and
brought the news of freedom.



17

Free at Last



This drawing is showing a family of slaves receiving the news of freedom.

On June 19, 1865, Union General Gordon Granger went to Galveston, Texas. He read an order that stated “all **slaves** are free.” The news spread quickly.





Some slaves shouted for joy. Others hugged family members, cried silently, or prayed. Many began to celebrate. The long wait was over.

★
19

Celebrating Freedom



People everywhere celebrated the end of **slavery**. They bought food and drinks to share. They danced and sang. Children played games.



20



African-Americans no longer had to fear being sold into slavery. They were no longer forced to work for free. They were no longer considered to be another man's property. They were finally free.



21

THE QUESTION OF SLAVERY



by Eric Arnesen



"If slavery is not wrong, nothing is wrong."

Enslaved African Americans were trapped on plantations (above). Still, many managed to escape and fled north (below).



Most people would agree that the most controversial subject in America during

Lincoln's life was slavery. (If something is controversial, that means people disagree and argue about it.) Ever since Europeans settled the first American colonies, there were enslaved people here. (Slaves—or enslaved people—were men, women, and children who were owned as property by other people.)

Slaves had no political rights. They were bought and sold. They had to work for the people who owned them. Their families could be broken apart. By definition, slavery involved force and violence. In the early American colonies, then later in the new nation, the people who were enslaved were black Africans.



18

Many white Americans saw nothing wrong with slavery. "People have always owned slaves," they argued. Slave owners believed that some people were better than others, and that "better" people had a right to own others. Besides, without an enslaved population, how could they, the southerners, grow such large crops of tobacco and cotton? Slavery was not only fair, they insisted, it was economically necessary.

Not all Americans agreed. Many believed that slavery was evil, that it was morally wrong to hold people as property and treat them brutally. These people wanted to abolish—get rid of—slavery. They were called abolitionists. In the 1830s, the number of abolitionists was small but growing. For them, nothing was more important than ending slavery.

By the time Abraham Lincoln was elected president, the topics of slavery and abolition were ready to explode. The northern states had abolished slavery. But many white people in the southern states still depended on slave labor. White southerners did not believe that President Lincoln would respect their right to hold slaves.

Lincoln had said that, in his personal opinion, slavery was wrong. He also made it clear that as president he would not interfere with slavery in the South. But white southerners did not believe Lincoln's words. Fearful that the president would attack their way of life, the southern states seceded from the nation. They formed the independent Confederate States of America.

"I do order and declare that all persons held as slaves . . . are, and henceforward shall be, free."



The value of cotton workers (above) led to high prices at slave auctions (below). The sale of human beings, like property, outraged many Americans.



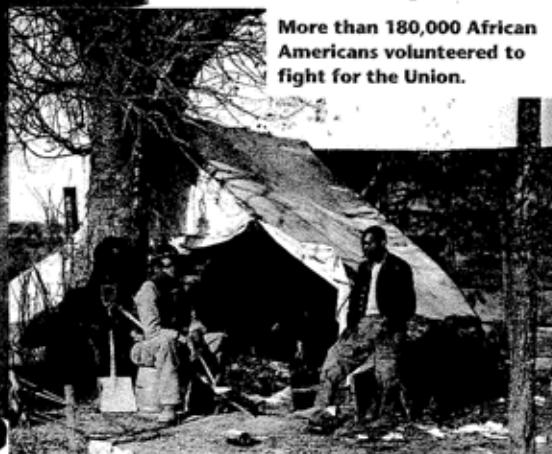
19



In 1861, the Civil War broke out between the northern states and the new Confederacy. When the war began, Lincoln insisted that the purpose of the fighting was to reunite the Union. He said the United States wanted to bring the South and North back together again as one country—not to end slavery. Abolitionists were unhappy with the president's words. They wanted the president to take a stand against slavery.

Over time, Lincoln's views changed. During the war, slaves who escaped from their owners rushed to safety behind Union army lines. Many of these escaped slaves wanted to help the Union by fighting or supporting the Union soldiers in some other way. Lincoln realized that to fight a long and bloody war, the Union needed all the help it could get. So Lincoln adopted a new policy: For the first time, African American men were allowed to enlist and fight in the army. How could Lincoln allow black men to fight and die for the Union and still allow these same men to be owned as property? Lincoln realized that emancipation was the only answer. (Emancipation is the act of freeing someone from restrictions they have had.)

Abolitionists also pointed out that if Lincoln took



away the slave labor force from the Confederates, it would weaken the South's ability to fight. The president came to agree with this idea. In the end, "military necessity" was a reason Lincoln gave for ending slavery. Former



Frederick Douglass

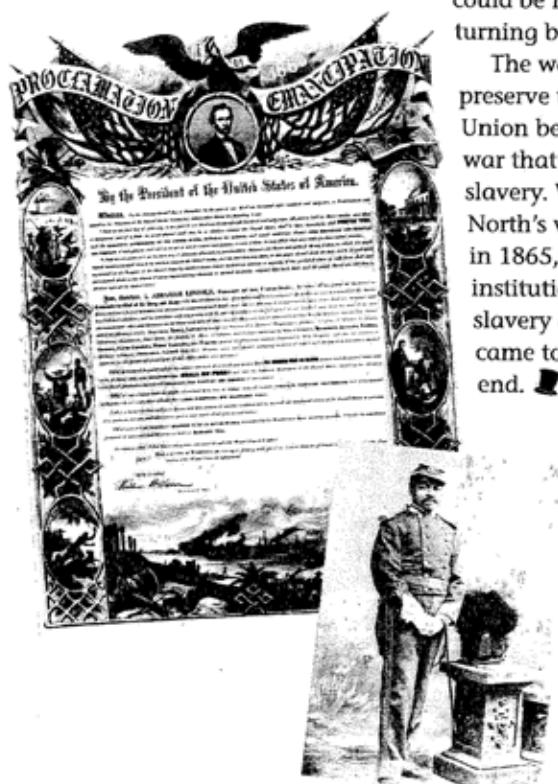
slave and abolitionist
Frederick Douglass said this: "Strike here, cut off the connection between the fighting master and the working slave, and you at once put an end to this [war]."

In 1863, President

Abraham Lincoln issued the Emancipation Proclamation. This document declared that all slaves living in states fighting the U.S. government were free. On paper, the words were good. But in practice, nothing changed overnight. What the Emancipation Proclamation did immediately was to say that the official aim of the war was to end slavery. There

could be no turning back.

The war to preserve the Union became the war that ended slavery. With the North's victory in 1865, the institution of slavery at last came to an end. 



"When signing the Emancipation Proclamation, Lincoln said: "I never, in my life, felt more certain that I was doing right, than I do in signing this paper."

Name _____ Date _____

Enslavement Worksheet #1: "Why Were African-Americans Slaves?"

Excerpt from the book *Juneteenth*, by Denise M. Jordan, 2003.
Heinemann Library, Chicago

Directions: Read the excerpt and answer the questions below in complete sentence form.

1. What is a plantation? _____

2. Why did the southern plantation owners want slaves? _____

3. Where did the slaves come from and how did they get here? _____

4. Look at the picture of Frederick Douglas. Read the caption. List two facts below about
Frederick Douglas.

5. Look up the word **abolitionist** in the dictionary. Write the definition.

Abolitionist: _____

6. Why did the southern states decide to form their own government? _____

7. When the southern states started their own government, what did they call themselves?

8. How did the Civil War start? _____

9. What is the **Emancipation Proclamation**? _____

10. Look at the picture on page 15. Read the caption. What did the states that stayed loyal to the government call themselves?

11. What did the slaves do when they learned of the Emancipation Proclamation?

12. When and how did the Civil War end? _____

Name _____ Date _____

Enslavement Worksheet #2:

Directions: Read the article “The Question of Slavery” by Eric Arnesen, from *Appleseeds Magazine*, January 2009. Then answer the questions below in complete sentence form.

1. The most controversial subject during Abraham Lincoln’s life was slavery. What does **controversial** mean?

2. What does the article say **slaves** or **enslaved people** means? _____

3. List 4 things the article says about slaves.

4. Who were the people that were enslaved? _____

5. What were two of the large crops southern plantation owners wanted slaves to help grow?

6. Who were the abolitionists? _____

7. How and when did the institution of slavery end? _____

8. Why did the southern states **secede** (break away) from the nation to form the Confederate States of America?

9. What did the Emancipation Proclamation document do? _____

10. The article says, “**The war to preserve the Union became the war that ended slavery.**” Explain what this quote means.

Martin Luther King Jr. Did Not End Enslavement

by Renee Sawatzky (with Monica Lang)

Lessons to follow M. Lang's lessons on enslavement;

3 lessons and an assessment lesson included

Subject	Grade	Time Length	Author
Social Studies	3-4	several weeks	rsawatzk

Lesson Description

Part 1: Read picture book (fiction or non-fiction) to class to develop background knowledge on segregation. Then have a class discussion. Have children read other picture books on their own or in partners/small groups. If using small groups, have them read the same text (picture book) and use three levels of text protocol as way to discuss text. This will need to be modeled after reading of picture book by teacher.

Part 2: Read one of three articles and answer questions. Then class comes back together to discuss articles.

Part 3: Continue timeline (See Monica Lang's lesson with similar title).

Part 4: See the procedure box because it gives the teacher a choice of two quotes to start with before doing the read-aloud in Part 1. Using Venn diagram or other graphic organizer, compare and contrast similarities and differences between enslavement and segregation.

Major Understanding

- The difference between enslavement and segregation
- The important historical figures in the abolition of enslavement.
- The time period within which enslavement and segregation occurred.

Essential Questions

- What is segregation?
- Why did segregation occur in the United States?
- What were the effects of segregation on the United States (people of color, white people, and the country)?
- Who were the important historical figures in the abolition of segregation?

Skills

- Listen to picture books (fiction and non-fiction) and discuss.
- Read non-fiction text and answer questions about three articles on segregation.
- Interpret and sequence timelines.
- Compare and contrast enslavement and segregation.
- Learn about important historical figures of this time period.

Vocabulary

segregation, poverty, economy, civil disobedience, opponents, boycott, injustice, discrimination, debate, Civil Rights Act, Civil Rights Movement, Jim Crow laws, separate

Assessment

- reflective responses after listening to stories
- small group and class discussion questions
- timeline
- Venn diagram or graphic organizer (similarities and differences between enslavement and segregation)

Procedure

The following are two quotes from *Where Do We Go From Here: Chaos or Community?* that could be read and discussed with children before reading the picture book. You could discuss one or both:

"A vigorous enforcement of civil rights will bring an end to segregated public facilities, but it cannot bring an end to fears, prejudice, pride and irrationality, which are the barriers to a truly integrated society."(Chapter Title: Racism and the White Backlash, p. 109)

"Nonviolence is power, but it is the right and good use of power." (Chapter Title: Black Power, p. 61).

Read picture book (fiction or non-fiction) to develop background knowledge on segregation. Have children read other picture books on their own or in partners/small groups. If using small groups, have them read same text (picture book) and use three levels of text protocol as way to discuss text. This will be modeled after reading of picture book by teacher.

Read one of three articles and answer the questions. Then class comes back together to discuss.

Continue timeline.

Technology Integration

- Timeline or online software to produce a timeline.
- Google for a variety of graphic organizers for comparing and contrasting.
- Pictures of Venn Diagrams/Graphic organizers and timelines will be posted to appropriate page of ICSD MLK Wiki

Culturally Affirming Components

- Understanding what segregation is, when it occurred in the United States, how important historical figures motivated people to fight against segregation and the difference between segregation and enslavement will empower and inspire all students to work to improve the quality of their own lives and the lives of others.

Special Needs Accommodation

Graphic organizer supports all learners, especially those who are visual learners. Flexibility (i.e. individual/small group) allows all students to work in a way that suits their needs.

Resources

- Segregation/Integration Resources (book list by Meg Morris)
- Three Levels of Text Protocol
- Article “Dr. Martin Luther King Jr.” (*In Our Own Image: An African American History*, The People’s Publishing Group, Inc.)
- Article “Segregation” (Civil Rights—Voices in African American History)
- Article “The March on Washington” (Civil Rights—Voices in African American History)
- Article “The Road to Equality,” *Time For Kids* January 29, 2010
- Questions I wrote for articles

NYS Standards

Social Studies 2005

How and why do cultures change? (3-3)

People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions. (3-3)

Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts. (3-3)

People of similar and different cultural groups often live together in world communities. (3-3)

World communities have social, political, economic, and cultural similarities and differences. (3-3)

World communities change over time. (3-3)

Important events and eras of the near and distant past can be displayed on timelines. (3-3)

Different events, people, problems, and ideas make up world communities. (3-3)

People in world communities may have different interpretations and perspectives about important issues and historic events. (3-3)

Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make. (3-3)

Resources are important to economic growth in world communities. (3-3)

Production, distribution, exchange, and consumption of goods and services are economic decisions which all world communities must make. (3-3)

Economic decisions in world communities are influenced by many factors. (3-3)

People in world communities may have conflicts over rules, rights, and responsibilities. (3-3)

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them. (3-3)

Citizens can participate in political decision making and problem solving at the local, State, and national levels. (4-4)

Supporting Materials

Text protocol: http://www.nsrfharmony.org/protocol/doc/3_levels_text.pdf

Supporting Web Sites

http://edhelper.com/teachers/graphic_organizers.htm

<http://www.eduplace.com/graphicorganizer/>

<http://www.teachervision.fen.com/graphic-organizers/>

Three Levels of Text Protocol

Adapted by the Southern Maine Partnership from Camilla Greene's Rule of 3 Protocol, 11/20/03

Purpose

To deepen understanding of a text and explore implications for participants' work.

Facilitation

Stick to the time limits. Each round takes up to 5 minutes per person in a group. Emphasize the need to watch air time during the brief "group response" segment. Do 1 to 3 rounds. Can be used as a prelude to a Text-based Discussion or by itself.

Roles

Facilitator/timekeeper (who also participates); participants

Process

1. Sit in a circle and identify a facilitator/timekeeper
2. If participants have not done so ahead of time, have them read the text and identify passages (and a couple of back-ups) that they feel may have important implications for their work.
3. A Round consists of:
 - One person using up to 3 minutes to:
 - LEVEL 1: Read aloud the passage she/he has selected
 - LEVEL 2: Say what she/he thinks about the passage (interpretation, connection to past experiences, etc.)
 - LEVEL 3: Say what he/she sees as the implications for his/her work.
 - The group responding (for a TOTAL of up to 2 minutes) to what has been said.
4. After all rounds have been completed, debrief the process.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrightharmony.org.

Segregation / Integration Resources

by Meg Morris

The following books are all age-appropriate and available at Belle Sherman Elementary School Library. Any book that is no longer in print is noted (OOP).

Non-Fiction:

***Remember: The Journey to School Integration*, Toni Morrison**

This is a superb resource that combines full-page archival photographs, historical information and a fictional narrative that reflects the experiences and emotions of the African –American children who were at the forefront of integration in public schools. The book includes a chronology of “Key Events in Civil Rights and School Integration History,” and detailed factual information about the photos in the “Photo Notes.” Recommended for grades 3–8.

***Juneteenth Day*, Denise Jordan**

This book discusses the celebration of Juneteenth Day, which commemorates the end of slavery in the U.S. It also has excellent background information, including a chapter “Why Were African-Americans Slaves?” in an easy-to-read format. Recommended for grades 2–4.

***Freedom Walkers: The Story of the Montgomery Bus Boycott*, Russell Freedman**

An excellent reference that explains the organization and sacrifice that people made in the now iconic event of the Civil Rights Movement. The text is too difficult for many 3rd graders, but it has good photographs and many quotes from people who were there. It is particularly useful because it emphasizes the average people who were involved and the commitment that the community had to make to achieve their goal. Recommended for grades 4–8.

***A Dream of Freedom: The Civil Rights Movement from 1954 to 1968*, Diane McWorter**

The author of this book is a white woman who was born in the early 1950s in Birmingham, Alabama. She also wrote a Pulitzer-Prize-winning book on Birmingham and the Civil Rights Movement. The text is above many third graders’ levels, but the print is large and the format makes looking at the book interesting; there are many sidebars that are useful. There are many good photographs, especially those showing whites-only and colored-only signs. The author shares her beliefs about the Civil Rights Movement and Dr. Martin Luther King Jr. when she was a girl, and they are startling; they show how whites were inculcated with racist beliefs from a very young age. The prologue is a useful reference on the history of segregation, with excellent short sidebars on the failure of Reconstruction, the disenfranchisement of blacks through voting taxes and requirements, and Jim Crow. The book stresses the campaign of terror that southern governments, organizations (i.e. the KKK) and citizens used to enforce segregation. There is also a good sidebar on lynching. Overall this is a great resource for teachers who need an overview of the many ways racism was supported and segregation was eventually broken down. Recommended for grades 5–9.

The NAACP, Cobblestone Magazine, 2002

There are short articles about the creation of the NAACP and its role in the fight for Civil Rights and integration. Pieces are grade-appropriate for third graders.

Civil Rights, (part of the “Voices in African American History” series)

A well-organized textbook on Civil Rights, with background information on segregation. The format is good for younger readers, and there are photographs and questions to discuss and think about. The book includes a timeline from 1940 to 1970, a glossary of terms used in the book, and an index. This is a good classroom resource to have because it can easily be referred to for an overview of the period and to answer children’s questions as they come up.

If a Bus Could Talk: The Story of Rosa Parks, Faith Ringold

This book is a picture book with a lot of text. It describes Rosa Parks’ involvement in the Montgomery Bus Boycott, and gives an overview of her life. The story unfolds through the eyes of a bus on which a seat has been reserved for Rosa Parks on one day a year since she initiated the bus boycott. The illustrations are very engaging. The book makes clear the violence toward blacks in general, and Dr. King and Ms. Parks in particular, in an accessible way. There also are many other Rosa Parks biographies available. Recommended for grades K–4.

When Marian Sang, Pam Munoz Ryan

A biography of Marian Anderson that includes her struggles as a black woman in the white-dominated world of opera and her eventual success as an artist. The book discusses the DAR’s refusal to let Marian sing at their hall in Washington, and Eleanor Roosevelt’s intercession, and the eventual concert at the Lincoln Memorial. Beautiful illustrations accompany the book, and the words of the gospel songs that Ms. Anderson sang are interwoven in the text. Recommended for grades 1–5.

Get on The Bus! On the Move for Civil Rights, Cobblestone Magazine, 2008

There are numerous short articles on many events of the Civil Rights Era, many photographs, an interview with John Lewis, and short biographies of African-Americans who fought for civil rights in the 1800s and early 1900s. It also includes a good explanation of Jim Crow and segregation and a timeline of events. It is very accessible for younger readers.

Demanding Justice: A Story about Mary Ann Shadd Cary, Jeri Chase Ferris

This is a short biography of an African-American woman who established the first weekly newspaper owned by a black woman. She was born a free black prior to the Civil War, and fought throughout her life to improve social and economic conditions for black people. A good example of the continual fight for equality waged by African-Americans before the period traditionally thought of as the Civil Rights Era. Recommended for grades 2–4.

Osceola: Memories of a Sharecropper’s Daughter, collected and edited by Alan Govenar

Govenar interviewed Osceola Mays over a period of fifteen years. She was 91 in 2001 and living in Dallas. Information from the interviews is organized into short chapters that reveal what life was like in rural East Texas under segregation. Also included are her memories of neighbors sharing stories of slavery. It is a very personal look at the subject, and could be used as independent reading or as a read-aloud. Recommended for grades 3–7. (OOP)

I, Too, Sing America: Three Centuries of African American Poetry, Catherine Clinton,

Stephen Alcorn (illustrator)

This is a beautifully illustrated book of great poetry that includes short biographies of the poets whose works are included. The book reads as a history of African-American poetic expression, and often reflects the very personal feelings segregation and racism engender. The biographies reflect the struggles of African-American artists in a racist society. A number of the poems reflect a child's view of segregation and racism, including Countee Cullen's unforgettable "Incident." There is something for every age in this lovely book.

The Story of Ruby Bridges, Robert Coles

This book tells the story of six-year-old Ruby Bridges. Bridges was the only black child to attend a formerly all white school in New Orleans after court-ordered desegregation in 1960. It shows the terrible reaction that ensued from her enrollment, including all the other students staying home and mobs shouting at Ruby. Ruby's courage and her ability to forgive are portrayed: the prayer she said every day asking God to forgive the protesters is printed at the conclusion of the story.

Recommended for grades 1–4.

Through My Eyes, Ruby Bridges

Bridges shares the personal thoughts and feelings she had as a six-year-old child at the forefront of school integration. Her recollections are vivid and heart-rending as she shows the innocence and hope she had as a child. Other information is added that Ruby as a child was unaware of, but it is her voice that grips the reader and makes history come alive. Recommended for grades 3–8.

There are numerous books on Dr. Martin Luther King Jr. in our library, including the following:

Dreams: A Story of Martin Luther King Jr., Peter Murray

My Brother Martin: A Sister Remembers Growing Up with the Rev. Martin Luther King Jr.,
Christine King Farris

Martin's Big Words: The Life of Dr. Martin Luther King Jr., Doreen Rappaport

Martin Luther King Jr.: Man of Peace, Patricia McKissick

Fiction / Picture Books:

Goin' Someplace Special, Patricia McKissick, Jerry Pinkney (illustrator)

This is a fictionalized story based on the author's life. It tells the story of the quiet integration of the Nashville Public Library system, and what it meant to a child who lived surrounded and disheartened by segregation. The "Someplace Special" is not revealed until the end of the book and is, of course, the library, which the child's mother calls "a doorway to freedom." The book is very evocative of the period, with excellent illustrations, and shows how important education was to African-Americans. This is a wonderful read-aloud. An afterword explains McKissick's personal connection to the story. Recommended for grades K–3.

A Bus of Our Own, Freddi Williams Evans, Shawn Costello (illustrator)

This book is based on a true event that took place in post-World War II in a small town in Mississippi. The African-American children have to walk five miles to school, even though the white children are provided with a bus to their all-white school. One little girl motivates the black community to pull together to acquire a bus. This book shows the inequities of segregation, and introduces the idea that segregation was perpetuated in part by denying quality education to black people. It is a very moving read-aloud. Recommended for grades 2–5.

A School for Pompey Walker, Michael Rosen, Aminah Brenda Lynn Robinson (illustrator)

This picture book has a long text that tells an amazing story. Pompey Walker is delivering a speech to the 1923 class at the school named after him. The old man recounts the story of how he raised the money to build the school. After escaping from slavery to Ohio, he and a white friend went back to the South, and the white man repeatedly sold Pompey into slavery, and then helped him to escape. The story is based on the true exploits of a man named Gussie West, but the character is a composite character drawn from slave narratives. The book makes clear the evils of slavery and gives an example of the courageous acts that African-Americans did to fight slavery and oppression. Recommended for grades 2–5.

White Socks Only, Evelyn Coleman, Tyrone Geter (illustrator)

In this book a grandmother tells her granddaughter a story from her childhood; recounting her first trip into a Mississippi town alone to try to fry an egg on a sidewalk during a heat wave. She stops on the way back and drinks from a "whites only" drinking fountain. She is accosted and threatened by a white man, but the black community comes to her aid. Eventually a local conjure man punishes the bigoted man. The book has the feel of a memory that is slightly askew, but allows the grandmother to explain segregation to her granddaughter in a forceful way. Recommended for grades 2–4.

Richard Wright and the Library Card, William Miller, Gregory Christie (illustrator)

In Memphis, Tennessee in the 1920s, future writer Richard Wright is forced to borrow the library card of a white co-worker and forge notes requesting books for the cardholder in order to satisfy his desire to read. The story is a fictionalized account based on a scene from Wright's autobiography *Black Boy*. The book shows the lengths that blacks had to go to in attempts to satisfy their desire for books, and reinforces that African-Americans fought to be educated under segregation. It is a lengthy picture book, but easily understood by children. Recommended for grades 2–5.

Freedom School, Yes!, Amy Littlesugar, Floyd Cooper (illustrator)

The story takes place during the 1964 Mississippi Summer Project, when over 600 volunteers went south to teach black children. The story focuses on a young girl and her family who take in one of the white teachers, and the fear the young girl endures when vandals attack their home. The threats and violence that were part of this period in history are included; an arsonist burns down the church that is being used as a school. Ultimately, however, the school resumes under a tree and young Jolie learns about Jacob Lawrence, Countee Cullen, and Benjamin Banneker. Recommended for grades 1–4.

The Other Side, Jacqueline Woodson, Earl B. Lewis (illustrator)

Woodson makes a simple story ring with meaning. Two young girls live on opposite sides of the fence that divides the white and black parts of town. The girls gradually become friends and avoid the problem of “crossing the line” by sitting together on top of the fence. Eventually it is obvious that the fence is out of place, and not the friendship between the two girls. This book is a great way to introduce the concept of segregation in a book that combines text and illustrations to show the inhumanity of segregation. Recommended for grades 1–4.

Freedom on the Menu, Carole Weatherford, Jerome Lagarrigue (illustrator)

The book shows how a young girl feels about segregation in Greensboro, North Carolina in 1960. The paintings that accompany the text clearly show the world of Jim Crow. The young girl wants to be able to sit at the lunch counter at the local Woolworths and sip a soda, but that is forbidden for blacks. The book follows the Greensboro sit-ins and eventually the girl gets her wish. An author’s note about the actual Greensboro sit-ins shows the important part young African-Americans played in the fight for civil rights. Recommended for grades 1–4.

Singing for Dr. King, Angela Shelf Medearis, Cornelius Van Wright and Ying-Hwa Hu
(illustrators)

Two third graders sing for Dr. Martin Luther King Jr. and then participate in marches to change the country in this easy reader. Recommended for grades 2–4.

However, after returning from a religious pilgrimage to the Islamic holy city of Mecca, Malcolm X stopped believing that all white men were devils. He said that it was people's actions, not their skin color, that made them good or bad. Malcolm X was a brilliant speaker. He spoke about the need for African people to unite. He was religious and moral. Malcolm X spoke out strongly against white exploitation of African Americans. He believed that African Americans should not be dependent on white Americans.

This new way of thinking led him into a bitter conflict with Black Muslim leader, Elijah Muhammad. In 1964, Malcolm X broke away from the Nation of Islam and formed his own group, the Organization of Afro-American Unity. He continued to speak out against discrimination. In 1965, Malcolm X was



Malcolm X

shot and killed while speaking at a rally in Harlem in New York City. His death triggered more acts of civil disobedience. Civil disobedience is when citizens choose deliberately to disobey laws to make a point or protest unjust laws and acts. Malcolm X's death, along with his words in life, made people think and begin to act against discrimination. Malcolm's was not the only voice, of course.

Dr. Martin Luther King Jr.

While traveling around this country giving speeches and organizing marches and boycotts, Dr. Martin Luther King, Jr., also started to become a strong voice. Dr. King believed that racism



Elijah Muhammad



Dr. Martin Luther King, Mrs. Rosa Parks, and David Boston at a freedom rally, June 1963

must end. However, he began to see the roots of race prejudice in this nation's economic problems. King saw that poverty touched all people. He saw that poverty made people afraid of any change. Poor people feared that change could cause them to lose their jobs or power. Dr. King began to believe that racism was caused as much by fear and greed as by ignorance and hate.

Still, Dr. King believed that civil disobedience would be needed to change discrimination. He wanted to work to help poor people. His position of non-violent protest made his opponents look bad anytime they used violence to try and stop him.

A woman named Rosa Parks started the civil disobedience and became a symbol of the Civil Rights Movement on December 1, 1955 in Montgomery,

seat on a bus to a white man. She was arrested.

Dr. King and other African American leaders organized a boycott of the buses as a nonviolent protest. The boycott hurt white bus company owners economically. Although it was cold and many people had to walk miles to get to their jobs, the boycott worked. People nationwide focused on the injustice of discrimination.

The nationwide focus grew during the 1960s. The March on Washington on August 28, 1963, was a peaceful protest. Over 250,000 people, most but not all African Americans, marched to the Lincoln Memorial in Washington, D.C. Dr. Martin Luther King, Jr., gave his famous "I Have a Dream" speech.

But Dr. King did not have smooth sailing. Groups within the Civil Rights Movement disagreed with Dr. King when he began to include poor whites as well as African Americans in his work. Dr. King continued to work to end racism as well as poverty. Critics of Dr. King felt that the country would quickly forget about the issue of racial equality.



Dr. Martin Luther King, Jr.

They were strong, of course, but this debate among civil rights groups accelerated after Dr. King was assassinated in Memphis, Tennessee, in April 1968.

Black Power, Black Pride

Without the strong leadership of Martin Luther King, Jr., and Malcolm X, the Civil Rights Movement almost stopped momentarily. For the first time in nearly thirteen years, the Civil Rights Movement was without a strong leader. Other, more radical voices began to be heard. Nonviolent protest philosophy was questioned.

For some, the emphasis of the movement shifted from the use of the ballot to the use of the bullet. Some new leaders called for "Black Power." Black Power meant that African Americans deserved full human and legal power, equal with whites. Many black power groups who worked to end discrimination were formed in the 1960s. Their pride in being black was their common theme. The SNCC (Student Nonviolent Coordinating Committee), Black Panthers, and Deacons for Defence were only a few of the black power groups that grew. With

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Black Panther national chairman Bobby Seale

Dr. Martin Luther King Jr.

In Our Own Image: An African American History
The People's Publishing Group, Inc.

1. What kinds of things did Dr. Martin Luther King Jr. do to try to end racism?
2. What did Dr. King Jr. believe caused racism?
3. When Dr. King Jr. used non-violent protest, how did this make his opponents look? Why?
4. Which words tell what civil disobedience means?
5. What did Rosa Parks do?
6. What did Rosa Parks start?
7. What did Dr. King Jr. do in response to what happened to Rosa Parks?
8. According to the passage, what occurred in response to nationwide focus on the injustice of discrimination?

Vocabulary: poverty, civil disobedience, opponents



SEGREGATION

Segregation was a fact of life for African Americans in the United States in the mid-1900s. This was not the way they chose to live but rather the way they were forced to live. Black codes, and segregation laws passed after the Civil War such as *Jim Crow laws*, were being enforced in the South.

Jim Crow was a name taken from a popular song, that white people began calling African Americans after the

was later used to refer to anything that kept African Americans and whites separated.

African Americans and whites were kept separate in many public places in the North and South. They went to separate schools. They ate at separate hotels and restaurants. They even drank at separate drinking fountains. African Americans even had to sit at the back on buses. If a bus grew crowded and a



Top: The New York office of the NAACP in 1933.

Bottom: The NAACP worked to make improvements in southern classrooms like this one. What can you see that would make studying difficult?

An organization was founded in 1909 to work for fair treatment of African Americans. This *National Association for the Advancement of Colored People* (NAACP) was organized by W.E.B. Du Bois and forty other people, both African American and white. By 1955 the NAACP had over 500,000 members.

The NAACP has most often fought its battles in court. Many of its cases have gone all the way to the *Supreme Court*. In the beginning this organization worked for fair treatment of African Americans who had been arrested or been victims of illegal violence. Later the organization worked for equality in education, housing, jobs, and voting rights for African Americans. When Rosa Parks joined the group, she didn't know the important part she would play in its work.





When traveling from state to state in the South, African Americans had to sit in their own back section.

Historic Bus Ride

It was a cold evening, December 1, 1955, when Rosa Parks boarded a city bus in Montgomery, Alabama. She did not plan to make history that evening. She was tired from a long day at her sewing machine at the Montgomery Fair department store. Still, Parks could not stop thinking about a weekend meeting to be held by the NAACP. She had been secretary of the NAACP's Montgomery branch since 1943.

She walked down the bus aisle searching for a seat. Parks passed two empty rows in the front of the bus. Those were for white people. According to the law, African Americans could sit starting in the third row, if no whites wanted the seats. Parks took an aisle seat in the third row.

JACKIE ROBINSON

Baseball season—1947—the Brooklyn Dodgers were up to bat. A hush fell over the crowd. The batter swung, hit the ball—it was a home run! For African American Jackie Robinson, it was his first major league home run—but not his last. By playing for the Dodgers, Robinson broke through the wall of segregation that existed in professional sports.

Up until 1947, African Americans had never played on a modern major league baseball team. Robinson was not only the first African American to put on a Dodger uniform, but he was also one of the most talented men ever to play the game. This baseball great was named to the Baseball Hall of Fame in 1962.





After her arrest Rosa Parks was taken to the police station. What is happening to her here?



Soon, the front bus seats were filled and one white man was left standing. The driver stopped the bus and went back where Rosa Parks and other African Americans sat. "Let me have these seats," he said. No one moved at first. "Y'all better make it light on yourselves and let me have those seats."

The other African Americans in the row got up, but Parks did not. She was tired, but that was not the only reason why she did not move. "The only tired I was," she said later, "was tired of giving in. I wanted to be treated like a human being."

The angry driver left the bus and came back with two police officers. One asked Parks why she would not stand. She asked him, "Why do you all push us around?"

"I don't know," the policeman answered, "but the law is the law, and you are under arrest."



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Segregation

Civil Rights (Voices in African American History)
Modern Curriculum Press

1. When was segregation a fact of life?
2. What were the segregation laws called? Why did these laws have this name?
3. Where were the places that African-Americans and whites were kept separate?
4. What was the name of the organization that was founded for the fair treatment of African American people?
5. What are some of the things that the NAACP has worked at to get equality for African Americans?

Vocabulary: segregation



The March on Washington

In the summer of 1963 the word had gone out across the country. An important protest march had been planned. From Harlem to the crowded streets of Los Angeles, supporters of the civil rights movement took notice. They were all headed for Washington, D.C., the site of the planned march. Civil rights supporters of every race and religion packed their bags and traveled to the nation's capital.

Some would travel by train and plane—some by chartered bus—some by car caravan. People of all ages started on a journey that would change the face of America forever.

Protesters from all parts of the United States took part in the March on Washington. What do the signs they carried tell you about them?

CULTURE CORNER

ON THE BIG SCREEN



The theater lights go down. Across the screen flashes the forceful image of Malcolm X. He was a big man with big ideas.

Al Hajj Malik Shabazz, better known as Malcolm X, had a growing audience for his ideas. Film producer and director Spike Lee made a feature film about Malcolm X. Lee wanted the younger generation of African Americans to know more about this man who had spoken out about the power of self-esteem. This film is part of a growing number of motion pictures about African Americans.

Many young people have already read Malcolm X's important book, *The Autobiography of Malcolm X*. More and more African Americans are discovering and following this philosopher's belief in African American unity and pride. Some have even chosen to put his name on their clothing, posters, and jewelry.

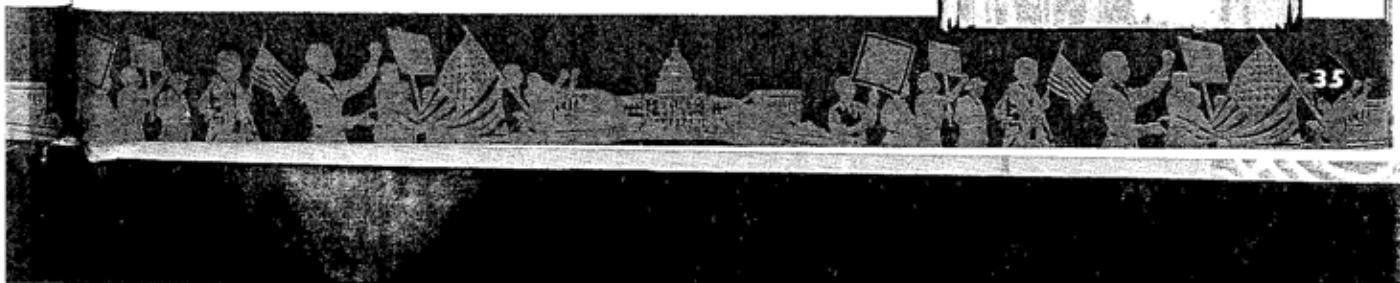
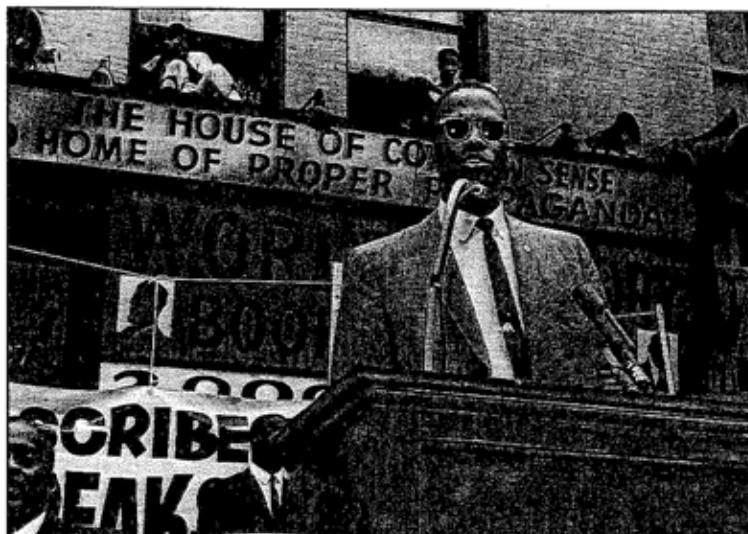


The March on Washington, as it was called, had been planned for a specific reason. President John F. Kennedy had presented a new civil rights bill to Congress. The bill called for an end to discrimination in schools, housing, and work places. The bill had not yet been passed by Congress and many doubted that it would be. Civil rights

leaders hoped that a mass march showing support for the bill would put pressure on Congress to pass it. The NAACP, SCLC, SNCC, and most other civil rights groups agreed to take part.

There was one important civil rights leader who did not take part in the March on Washington. He said it was a "sellout" and a "takeover" by white people. He was Malcolm X.

Malcolm X addresses a freedom rally in Harlem.

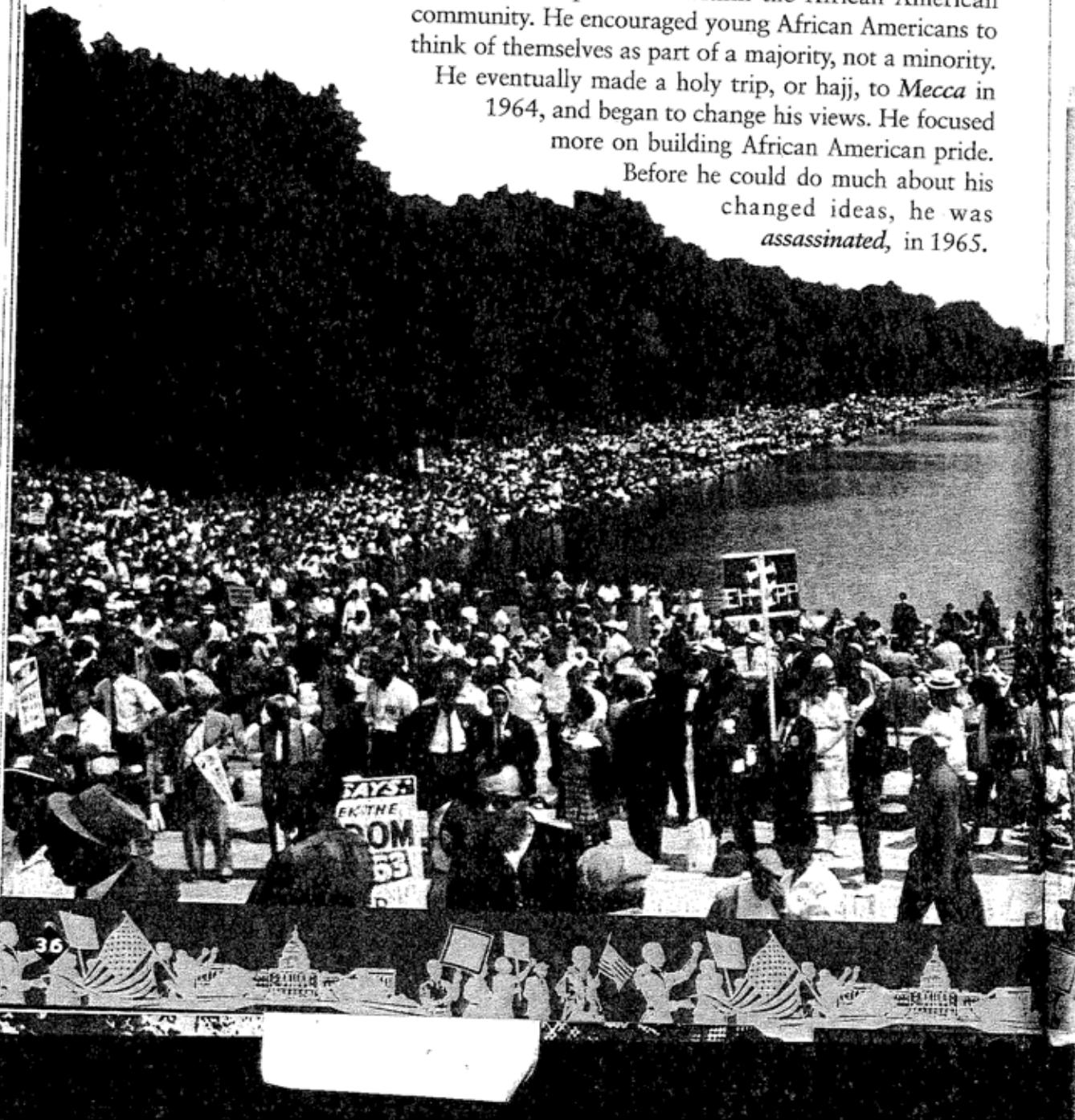


What do you suppose lawmakers thought when they saw this crowd gathered at the March on Washington?

Born Malcolm Little, in Omaha, Nebraska, in 1925, Malcolm X took that name when he joined the *Black Muslims* in 1952. Most civil rights leaders believed that having an integrated society was the most important step toward gaining civil rights. At the time of the march, Malcolm X was very concerned about the unfair treatment of African Americans. However, he believed that the only way to gain equal rights was to develop economic independence within the African American community. He encouraged young African Americans to think of themselves as part of a majority, not a minority.

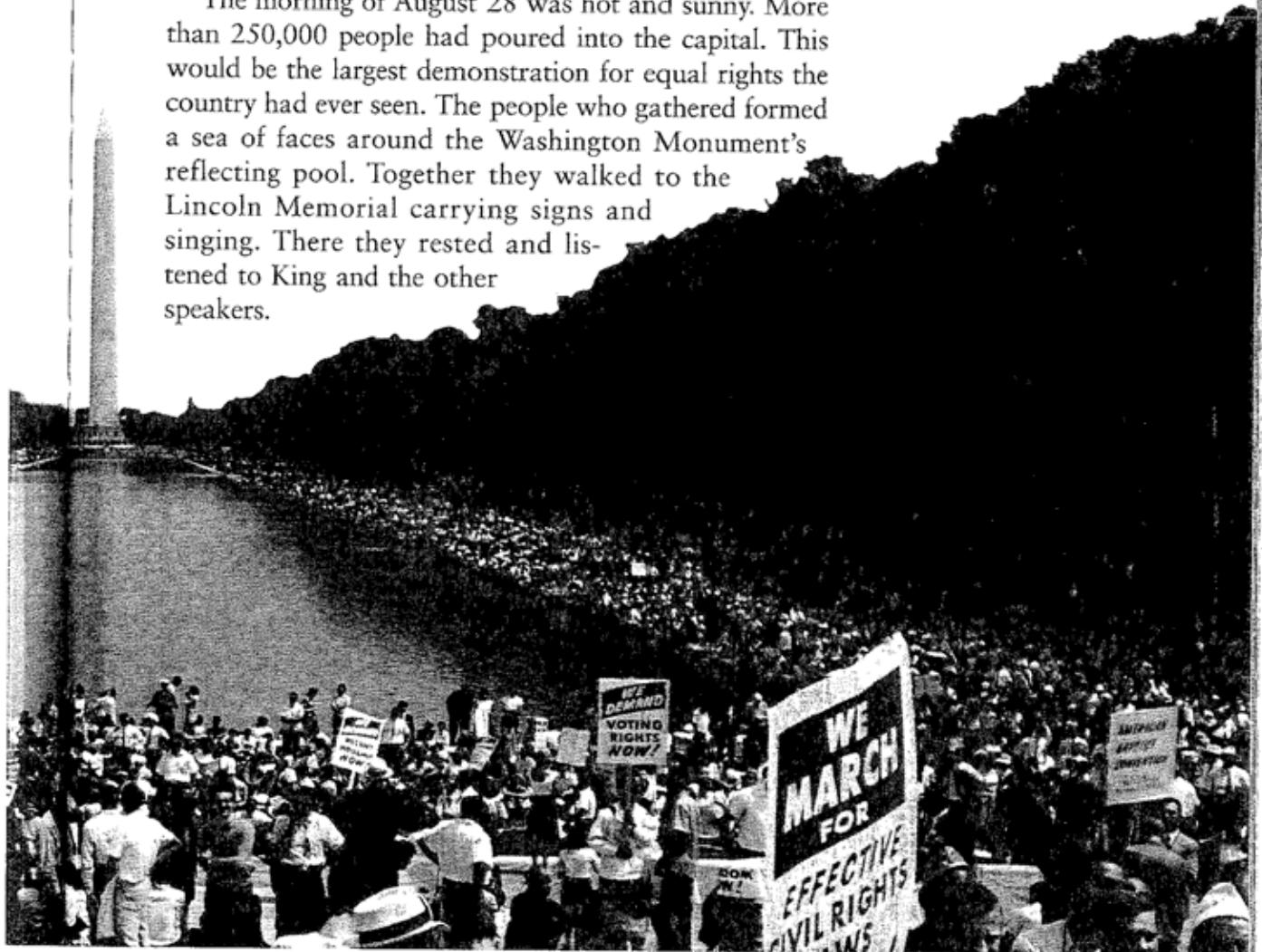
He eventually made a holy trip, or hajj, to Mecca in 1964, and began to change his views. He focused more on building African American pride.

Before he could do much about his changed ideas, he was *assassinated*, in 1965.



Three other leaders shaped the famous march. One was A. Philip Randolph. Randolph had planned a March on Washington in 1941 that was never held. President Franklin Roosevelt was so worried about the power of such a march, he gave in to Randolph's demands. Another leader was John Lewis, a fiery member of the SNCC. The third was Martin Luther King, Jr.

The morning of August 28 was hot and sunny. More than 250,000 people had poured into the capital. This would be the largest demonstration for equal rights the country had ever seen. The people who gathered formed a sea of faces around the Washington Monument's reflecting pool. Together they walked to the Lincoln Memorial carrying signs and singing. There they rested and listened to King and the other speakers.



SIGNS OF THE TIMES

The people in the March on Washington carried protest signs. These signs told their feelings on many issues. How do you think these issues compare with things that people are worried about today?

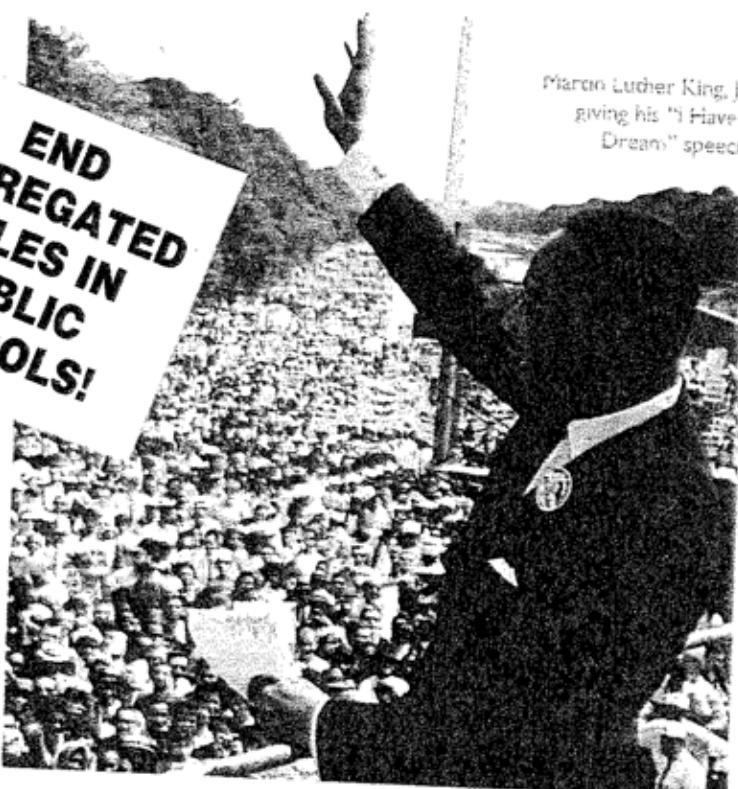


Millions of people around the world heard King's "I Have a Dream" speech on radio and television. He said his dream was the same dream that many Americans had. Didn't all Americans want to be treated fairly and equally?

The response from the crowd was tremendous. Ralph Abernathy, who had worked with King since the Montgomery days, was at the march. He spoke for many when he said, "This was the greatest day of my life."

Marchers sang "We Shall Overcome" and other songs.

Martin Luther King, Jr., giving his "I Have a Dream" speech.





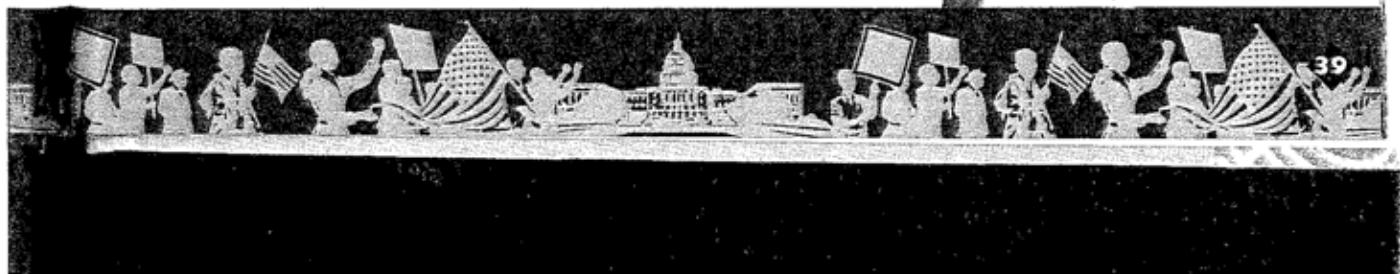
Civil Rights leaders watch President Johnson sign the Voting Rights Act of 1965.

The March on Washington was important for several reasons. It gave African Americans hope for a brighter future. Also, it clearly defined the civil rights movement for other Americans. Following the march, many people volunteered to fight for passage of the *Civil Rights Act*. Finally, the march convinced members of Congress that a law dealing with civil rights was needed and wanted by the people.

However, the Civil Rights Act did not become law until July 1964, eight months after President Kennedy's assassination shocked the nation. President Lyndon B. Johnson pushed the act through Congress. ☐

**WE
DEMAND**

**EQUAL
RIGHTS
NOW!**



The March on Washington

Civil Rights (*Voice in African American History*)
Modern Curriculum Press

1. When did the March on Washington happen?
2. What was the purpose of the March?
3. Who attended the march?
4. Describe the day of the March and what happened.
5. What was the famous speech Dr. King Jr. gave that day? What was the important thing that Dr. King Jr. said in his speech?
6. How did people respond to the speech?
7. Why was the March important?
8. When did the Civil Rights Act become law and how long did it take to become law after the March?

You've Got Skills

Black History Month

The Road to Equality

1950

February is Black History Month. African Americans were not always treated fairly in our nation's history. Here are some highlights of the civil rights movement. Read the time line. Then answer the questions.

1954 The U.S. Supreme Court rules in *Brown v. Board of Education* that segregation—or separating by race—in public schools is unconstitutional.

1955

1955 Rosa Parks is arrested in Montgomery, Alabama, for refusing to give her seat on a bus to a white passenger.

1957 Nine black students enroll at all-white Central High School in Little Rock, Arkansas. They become a symbol of the fight over school segregation.



1960



1960 Four black students in Greensboro, North Carolina, begin a sit-in at a lunch counter that will not serve blacks. Others join the daily sit-in. Six months later, the original four are served lunch there.

1963

1963 Martin Luther King Jr. gives his moving "I Have a Dream" speech to about 200,000 people at the March on Washington, D.C.



1965

1965 Congress passes the Voting Rights Act. It outlaws practices that kept blacks from voting.



1964 President Lyndon B. Johnson signs the Civil Rights Act of 1964. The law makes it illegal to discriminate.

1970



For a slide show about civil rights history, go to timeforkids.com/civilrights.

1. When was Rosa Parks arrested? _____

2. Where is Central High School? _____

3. How many years ago did Martin Luther King Jr. give his "I Have a Dream" speech? _____

Quiet Heroes

In 1960, a group of black teens bravely took a stand against injustice (see time line). **ANDREA DAVIS PINKNEY** and **BRIAN PINKNEY** tell their story in a new book, *Sit-In: How Four Friends Stood Up by Sitting Down*. "It reminds us that even a student can take a very small but important action, peacefully, and make big changes in the world," Andrea Davis Pinkney told TFK.



FROM TOP: CORBIS; JACK MOERAS—CORBIS; FRANCIS MILLER—TIME LIFE PICTURES/GETTY IMAGES; AP
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Empathy Training: Responsive Classroom CARES

Second Step Curriculum

by Sharon Nelson

Subject	Grade	Time Length	Author
Social Studies	3-4	40 min	snelso01

Lesson Description

Teachers that use the Responsive Classroom approach use Class CARES (caring, assertion, responsibility, empathy, and self-control). These concepts are discussed as natural, teachable moments. This lesson will be most successful if taught when a situation arises in the classroom. To teach the concept of empathy, use Second Step Lesson 1: Card 1: Empathy Training-Skill Overview and Martin Luther King's book, *Where Do We Go From Here: Chaos or Community?*

Major Understanding

- Empathy requires the identification of others' feelings.
- Perspective-taking involves recognizing that individuals can view the same situation differently.

Essential Questions

- Why is it important to understand what another person is going through?
- How can it be helpful to you?

Skills

Students will be able to:

- Name a variety of emotions.
- Recognize that others can have different feelings.
- Explain how and why feelings can change.
- Predict how others might feel.
- Acknowledge that they may need more information to judge someone's intentions.

Vocabulary

Emotion, clue, situation, empathy

Assessment

- Teachers observe students working in partnerships discussing the concepts from the lesson.
- Students will answer the following question: "How can learning to empathize help us solve bigger problems in our community and world?"

Procedure

Teach #1-12 and do the role-playing activities.

Read the Martin Luther King quote “Pity is feeling sorry for someone; empathy is feeling sorry with someone. Empathy is fellow feeling for the person in need - his pain, agony, and burdens. I doubt if the problems of our teeming ghettos will have a great chance to be solved until the white majority, through genuine empathy, comes to feel the ache and anguish of the Negroes' daily life” p. 107. (To support multiple learning styles, this quote will be put onto chart paper and key words will be highlighted. The teacher will explain these key words as part of her/his instruction.)

Ask what they think the quote means. Then ask students to answer the following question: “How can learning to empathize help us solve bigger problems in our community and world?” The way we start to do that is by being empathetic in our own classrooms and schools.

Technology Integration

The teacher will record on chart paper the student responses to the empathy prompt. A digital picture of this chart will be posted to the appropriate page of the MLK wiki. The teacher could have students answer the question “How can learning to empathize help us solve bigger problems in our community and world?” by posting it to the discussion board on the wiki and asking students to post their responses online.

Culturally Affirming Components

All students will learn how to advocate for themselves and empathize with others.

Special Needs Accommodation

See Second Step Curriculum Guidelines. To support multiple learning styles, these quotes will be put onto chart paper and key words will be highlighted. The teacher will explain these key words as part of her/his instruction.

Resources

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Conflicting Feelings: *Second Step Curriculum*

by Sharon Nelson

Subject	Grade	Time Length	Author
Social Studies	3-4	40 min	snelso01

Lesson Description

A quote from the Martin Luther King, Jr. book, *Where Do We Go From Here: Chaos or Community?* is woven into the Conflicting Feelings (Card # 3) from the 3rd grade Second Step kit.

Major Understanding

People can have conflicting feelings about a situation.

Essential Questions

- How can people feel two different ways about the same topic?
- What kinds of situations might people feel conflicted about?

Skills

- Students will be able to identify two conflicting feelings a person can have.
- Students will be able to explain possible reasons for someone's conflicting feelings.

Vocabulary

conflicting, conflicted

Assessment

- Teacher will record if students can list two conflicting feelings a person can have.
- Teacher will listen to children explain possible reasons for conflicted feelings. The teacher and students will record student responses using Quicktime.

Procedure

Follow the Second Step Lesson 2: Conflicting Feelings

Ask students questions #1-6 and do the Activity portion of the card.

Explain to students that adults have conflicted feelings (mixed emotions) just like kids do. Ask them if there are any adults in their lives and/or in history that they can think of that might have conflicting feelings or have had them at some point. Discuss that for a few moments.

Say that Martin Luther King fought for the rights of African-Americans, people without enough money, and others during his life time. Show students the book, *Where Do We Go From Here: Chaos or Community?* Explain that Martin Luther King wrote very important words to help people to learn about each other, and he often talked about important people that made an impact in the lives of all people.

Explain that Martin Luther King wrote about President Abraham Lincoln's conflicted feelings related to slavery. Read the quote, “*A civil war raged within Lincoln's own soul, a tension between the Dr. Jekyll of freedom and the Mr. Hyde of slavery, a struggle like that of Plato's charioteer with two head-strong horses each pulling in different directions. Morally Lincoln was for black emancipation, but emotionally, like most of his white contemporaries, he was for a long time unable to act in accordance with his conscience. But Lincoln was basically honest and willing to admit his confusions.*” p. 83.

Discuss how it's related to what they have learned so far in the lesson and how knowing about conflicting feelings can help them in future situations with others.

Record students with Quicktime movie discussing two conflicting feelings a person might have and possible reasons for conflicted feelings.

Technology Integration

Students and teachers will work together to create Quicktime movies to show what they have learned. These movies will be posted to the appropriate MLK wiki page.

Culturally Affirming Components

Encourage students to share stories about traditions/festivities in their families that may cause some conflicted feelings for their family members.

Special Needs Accommodation

Allowing students to share their ideas and analyses verbally supports verbal learners and those learners who may have difficulty writing. Students will hear the quotes read aloud, which supports auditory learners.

Resources

Second Step Curriculum 3rd Grade

NYS Standards

Social Studies 2005

People in world communities may have conflicts over rules, rights, and responsibilities. (3-3)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Accepting and Celebrating Differences - *Second Step Curriculum*

Subject	Grade	Time Length	Author
Social Studies	3-4	two 40-min periods	snelso01

Lesson Description

A quote from the Martin Luther King, Jr. book, *Where Do We Go From Here: Chaos or Community?* is woven into the Accepting Differences (Card # 6) lesson from the 3rd grade Second Step kit. It can be broken into two distinct parts. Part 1 includes the Second Step lesson and the Martin Luther King quote, and Part 2 includes reading the book, *People*, and making a class People Collage.

Major Understanding

- Everyone is similar in some ways and different in other ways.
- It is unkind and unfair to make fun of other people's differences.
- Differences add value to our community and to our lives.

Essential Questions

- How are we alike and/or different from people around us?
- What are the things that people get teased about?
- Why should we celebrate the characteristics that people can't change about themselves?
- Why should we be proud of our characteristics that we cannot change?
- How is it hurtful to tease others about things they can't change about themselves? (ie: ethnicity, handicap, body type, hair, eye color)

Skills

Students will be able to:

- Name similarities and differences among people.
- Predict how others will feel when experiencing prejudice.
- Predict how others will feel when experiencing affirmation.
- Compare how they might feel when they affirm others to when they pre-judge others.

Vocabulary

Similar, different, differences, accepting, minorities, prejudice, empathy, diversity

Assessment

- Students will create collages showing similarities and differences of their peers in the Activity portion of the lesson.
- Teacher will question students about what it might be like to have people tease them about the way they look.
- Students will generate a list (as a class) of the reasons why differences make our community a better place.

Procedure

Part 1: (40 min.) Follow the Second Step Lesson 5: Accepting Differences card. Ask students questions #1-9. After #9, explain that Martin Luther King fought for the rights of African-Americans, people without enough money, and others during his life time. Show students the book, *Where Do We Go From Here: Chaos or Community?*

Explain that Martin Luther King wrote very important words to help people to learn about each other. Say the Martin Luther King quote, “...whether some men, black and white, realize it or not, black people are very beautiful. Life's piano can only produce melodies of brotherhood when it is recognized that the black keys are as basic, necessary and beautiful as the white keys. The Negro, through self-acceptance and self-appreciation, will one day cause white America to see that integration is not an obstacle, but an opportunity to participate in the beauty of diversity” (p. 131). Discuss how it's related to what they have learned so far in the lesson.

Part 2: (40 min.) Read students the book, *People*, by Peter Spier and emphasize the ending pages... ”if we all looked the same, the world would be a dull place.” Ask students to connect the MLK quote to this book and the Second Step lesson.

Next, have students create a People Collage. Pass out a variety of magazines with people of all backgrounds (including magazines published by and for black folks, Latino/a folks, Indians/First Peoples, and other folks of color). Ask students to cut out as many pictures of people's faces as they can find. Close up photos of faces are excellent. Glue them on without leaving any spaces. Take digital cameras and ask the students to photograph each other and print them out to add to the collage.

Discuss how the collage relates to MLK's quote.

Wrap up by doing the Activity and Wrap-Up parts of the Second Step lesson from the day before.

Technology Integration

- Students use digital cameras to photograph each other.
- Students print pictures.
- Digital images of the collages will be posted to the appropriate page of the MLK wiki.

Culturally Affirming Components

- Teachers will share information about their own background(s) and/or heritages.
- Teachers will give students an opportunity to discuss their backgrounds and/or heritages.
- Use the Additional Activity Idea from the Second Step lesson.

Special Needs Accommodation

The collage supports tactile learners. Reading aloud supports auditory learners. Vocabulary words and their meanings will be posted on a word wall, to support all learners.

Resources

Second Step Grade 3 Curriculum

People, by Peter Spier

The Brand New Kid, by Katie Couric

NYS Standards

Social Studies 2005

People of similar and different cultural groups often live together in world communities. (3-3)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

An Eye for an Eye, by Courtney Coffey

Subject	Grade	Time Length	Author
Social Studies	3-5	one to two 40-min sessions	ccoffey

Lesson Description

After reading the poem, "Standing Tall," by Jamie McKenzie, students will discuss the line about "*an eye for an eye and a tooth for a tooth*," and be able to stand on an imaginary line indicating which side they agree with, with "*eye for an eye and a tooth for a tooth*" on one side of the spectrum and "*an eye for an eye makes the whole world blind*" on the other side, and anyone who falls in between somewhere can place themselves appropriately along the continuum. Students then will each get a short amount of time to explain their position, encouraged to use real examples from their own lives. The teacher will end with an excerpt from page 26 of Martin Luther King's book "*Where Do We Go From Here: Chaos or Community?*"

Major Understanding

- Different students have different perspectives on handling a confrontational situation.
- Our perspectives can be thought of as part of a continuum, rather than in an "either-or" manner.

Essential Questions

- Are there any circumstances where it is okay to use the "*an eye for an eye and a tooth for a tooth*" philosophy?
- What are the consequences of taking a violent approach to a confrontation?
- What are the consequences of using nonviolent resistance to confrontation?

Skills

Students will be able to:

- Read one line from the poem out loud.
- Relate events in the poem to examples in their lives today.
- Position themselves on a spectrum regarding their opinion of handling confrontation.

Vocabulary

Ghandi, nonviolence, spectrum, resistance

Assessment

- Students will verbally explain the reasoning for their placement on the line, write the answer on a card, or speak with the teacher privately

Procedure

Read the poem "Standing Tall," by Jamie McKenzie, out loud. Assign each student a line of the poem to read out loud. The lines I highlighted in the "modified poem" are powerful when all students say them together.

Ask for volunteers to share about lines that were meaningful, confusing, or familiar to them.

Eventually the teacher will point out (if a student hadn't yet) the line about "an eye for an eye and a tooth for a tooth." Students and the teacher will discuss the meaning of that and the teacher will introduce Ghandi's counter-argument: "An eye for an eye makes the whole world blind."

Discuss everyday examples of situations in which someone takes an "eye for an eye" position or uses nonviolent resistance like Dr. King and does not fight back with violence and hatred. Chart their responses. (Because of their backgrounds and home cultures, students may have different opinions on how to handle a confrontational situation.)

The teacher will instruct the students to stand on an imaginary line indicating which side they agree with, with "eye for an eye, a tooth for a tooth" on one side of the spectrum and "an eye for an eye makes the whole world blind" on the other side, and anyone who falls in between somewhere can place themselves appropriately along the continuum. (To meet the needs of all students, at this point students can stand on the imaginary line and speak their opinion to the class, write the answer on a card, or speak with the teacher privately).

Students who chose to stand on the line will each get a short amount of time to explain their position. Other students are reminded to listen and respect the speaker's opinion and to only talk one at a time.

The teacher will end with an excerpt from page 26 of Martin Luther King's book "*Where Do We Go From Here: Chaos or Community?*" ("I should have known that in an atmosphere where false promises are daily realities, where deferred dreams are nightly facts, where acts of unpunished violence toward Negroes are a way of life, nonviolence would eventually be seriously questioned.")

The teacher will lead the class in a discussion about how important it is to question our assumptions and beliefs, a process which leads to deeper understanding.

Technology Integration

Students will write on, and/or teachers will display student work-samples on the appropriate page of the ICSD Participates in the MLK Community Build wiki.

Culturally Affirming Components

- Students will consider the pros and cons of taking violent and/or nonviolent action to improve the quality of their lives and the lives of people in their communities.
- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.

Special Needs Accommodation

Students can memorize their line of the poem or read it. Students can either stand on the imaginary line and speak their opinion to the class, write the answer on a card or on the MLK wiki discussion board, or speak with the teacher privately.

Resources

-Martin Luther King's book "*Where Do We Go From Here: Chaos or Community?*"

NYS Standards

Social Studies 2005

Individuals and groups who helped to strengthen democracy in the United States (4-4)

The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it (4-4)

Those values, practices, and traditions that unite all Americans (4-4)

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages. (5-5)

Supporting Materials

Standing Tall modified.doc

Supporting Web Sites

<http://fno.org/poetry/standing.html>

<http://icsdmlkhome.wikispaces.com/>

“Standing Tall”
by Jamie McKenzie

Some kings rule their kingdoms sitting down
Surrounded by luxury, soft cushions and fans
But this King stood strong, stood proud, stood tall

When the driver told Rosa
"Move to the back of the bus!"
When the waiter told students
"We don't serve your kind!"
When the Mayor told voters
"Your votes don't count!"
And when the sheriff told marchers
"Get off our streets!"

This King stood strong, stood proud, stood tall
Speaking of peace, of love,
and children hand in hand
free at last, free at last

When some yelled for violence
For angry revenge
An eye for an eye,
And a tooth for a tooth
He stood his ground, preaching peace
And when some spit out hate
He stood there smiling
Spreading love
Until it rolled like the sea across the land

This King, even in death, even today
stands strong, stands proud, stands tall,
And we remember

Growing Student Peacemakers – Part I: Understanding Conflict, by Judy White

Subject	Grade	Time Length	Author
Health	3-5	3-4 45 minute lessons	jwhite

Lesson Description

Children will learn that conflict happens in many different ways from nations at war, to physical fights on the playground, to hurt feelings at recess, to having to make hard choices. Children will observe three different ways to resolve conflicts: confrontation, denial, and problem-solving. Children will explore how these ways to resolve conflicts feel and learn about win-win solutions. Children will explore connectedness.

Major Understanding

- Conflict is normal.
- How we resolve conflicts is important.
- Solutions where everyone wins are important because we are all connected.

Essential Questions

- How are problem-solving, win-win solutions, and connectedness related?
- What did MLK teach about win-win solutions, connectedness, and problem-solving?

Skills

- Children will listen for their friends' ideas and clarify understandings of vocabulary during a class discussion about "What is conflict?"
- Children and adults will then practice some cooperative ways to work together.

Vocabulary

Conflict, confrontation, denial, problem-solving, attitude, win-win solution, cooperation, connectedness

Assessment

- Ongoing anecdotal assessment by observation of children's interactions.
- At the end of this lesson series, students will create a poster, cartoon, poem, or another expression which shows their answers to the essential questions.
- Digital pictures of these creations will be posted on the MLK wiki.

Procedure

1. Class discussion around the question "What is conflict?" If necessary, the teacher should guide comments away from physical fighting toward hurt feelings and encourage the students to keep their discussion personal and relevant to their community rather than hugely global.
2. Use of teacher role plays to demonstrate confrontation, denial, and problem-solving accompanied by student observations and comments. Guiding questions are "How is she feeling? Did anyone win in this situation? Did anyone lose? How does it feel to win or lose?
3. Cooperative activities to try:
 - a. Connectedness: with students in a circle make a large wool web by passing a ball of wool from person to person back and forth across the circle until everyone is connected in the web. It's important to not pull on the wool and to notice how any movement affects lots of other people.
 - b. Human knot: from the *New Games* book. Separate the class into groups of 5-6 children. Stand in a circle shoulder to shoulder and place your hands in the center. Everyone gently grab a couple of hands. (No one holds both hands with the same person or holds the hand of a person right next to them.) You have created a knot. Now, untangle this knot without unclasp hands. When the knot is untangled, you will be in a large circle or possibly two interconnected circles. Discuss the untangling process and share how your group did it with the other groups.
 - c. Aura: Also from *New Games* this is about the power of cooperation. Adults should model before kids try this. Stand facing your partner at arms' length. Touch palms and close eyes. Feel the energy you are creating together. Keeping eyes closed, crop hands and both turn around in place 3 times. Without opening eyes, try to relocate your energy bodies by touching hands.
4. Read alouds to go along with these lessons include:
 - a. *Snow in Jerusalem* by Deborah da Costa
 - b. *Who Can Boo the Loudest?* by Harriet Ziefert
 - c. *Raspberries* an American tale about cooperation found in *Rhinos & Raspberries* from "Teaching Tolerance"
 - d. *Where Do We Go From Here: Chaos or Community?* by Martin Luther King, Jr. (pg. 28) "The ability of [people] to work together, to understand each other must be created by the fact of contact [working together]; pg. 195 "True nonviolence is more than the absence of violence. It is the persistent and determined application of peaceable power to offenses against the community."

Technology Integration

1. Use of digital camera to take pictures of children's creative expressions of their understandings of the essential questions.
2. Posting of these on the MLK wiki.

Culturally Affirming Components

- Creating a classroom community where all children can contribute and share about themselves.
- Setting up activities where all children can work together successfully.

Special Needs Accommodation

Discussions should always have a note taker so oral comments can be summarized on chart paper and revisited if desired. Literature included is read aloud to provide inclusion for any students who may struggle to read.

Resources

Where Do We Go From Here: Chaos or Community? Dr. Martin Luther King, Jr.
(pages 28, 65, 141, 195)

Snow in Jerusalem by Debraoh Da Costa

Who Can Boo the Loudest? By Harriet Ziefert

Raspberries an American tale of cooperation found in *Rhinos & Raspberries*

New Games Book edited by A. Fluegelman

NYS Standards

Health 1996

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (PK-6)

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. (PK-6)

understand basic safety rules (PK-6)

know some personal and social skills which contribute to individual safety (PK-6)

Students will understand and be able to manage their personal and community resources. (PK-6)

understand how culture contributes to individual family and community beliefs and practices affecting health (PK-6)

Supporting Materials

Supporting Web Sites

www.teachingtolerance.org

<http://icsdmlkhome.wikispaces.com/>

Growing Student Peacemakers – Part II: Listening, by Judy White

Subject	Grade	Time Length	Author
Health	3-5	3 40 minute lessons	jwhite

Lesson Description

Listening is all about paying attention to various stimuli around us in order to understand a message. Children will begin to understand that we "listen" with both our ears and our eyes. Children will explore point of view and connect it to listening. Children will practice active or reflective listening. Children will explore listening to nonverbal communication (body language, etc.).

Major Understanding

- Listening is a skill important to peacemaking because it conveys empathy and shows others that we care.
- Body language often speaks more loudly than do our words.
- Our personal experiences and individual points of view influence what we hear and understand.
- Dr. King taught that empathy is feeling with someone.

Essential Questions

- How is good listening an expression of empathy?
- How do we learn and practice empathy?

Skills

- Children will practice listening carefully and then reflect back what they have heard for further clarification.
- Children will notice body language around them and practice talking about its message

Vocabulary

Listening, point of view, active listening, reflective listening, empathy, nonverbal communication, body language.

Assessment

- Ongoing anecdotal assessment by observation of children's interactions.
- At the end of this lesson series, students will create a poster, cartoon, poem, or another expression which shows their answers to the essential questions.
- Digital pictures of these creations will be posted on the MLK wiki.
- The charts which the class creates may also be posted on the wiki.
- In addition, video clips of friendly and unfriendly body language might be fun to post.

Procedure

1. Point of View
 - a. Overhead projector presentation of 3 different images: the classic face/vase, a duck/rabbit overhead; and a horse/frog overhead. These images generate lots of observations and conversation and really get the children excited about point of view.
 - b. Read aloud *Seven Blind Mice* by Ed Young stopping at the height of the argument to brainstorm solutions. Discuss this story explaining that how each mouse "sees" the object is from its own point of view. The same is true for understanding any conflict.]
2. Listening carefully then responding actively or reflectively
 - a. Show how a big hand mirror reflects what it sees. Teachers demonstrate reflective listening. Discuss how it's a lot like the mirror. Discuss how it feels when someone reflects back what you've said to you and how it gives you a chance to correct anything that has somehow been misunderstood. Discuss, too, how much energy and concentration it takes to listen carefully enough to a story to reflect it back.
 - b. Give the children a chance to practice this skill in pairs. Scenarios that work well are the first time I rode a bike, my favorite relative, the best part of my vacation. 30 seconds is a long time to tell a story and listen. Switch partners so everyone gets at least one turn. Once again discuss how it felt in the larger group.
3. Nonverbal Communication/Body Language
 - a. Discuss what this is (letting someone else know what you're thinking or feeling without using words). Some children may get "stuck" on sign language which is just one kind of body language. It's worthwhile to teach your class some sign language, but that's not really what this lesson is about.
 - b. Group activity in a big circle. No talking. Without words, try to say: "I don't know. Who cares? See you later. I'm tough. Hi! I'll get even with you! Please, Please, let me go! You'd better do what I say or else!"
 - c. Brainstorm and record on chart paper body language that is friendly vs. unfriendly.
4. Read alouds to go with these lessons include:
 - a. *Seven Blind Mice* by Ed Young
 - b. *The Terrible Fight* by Sharon St. Germain (expressive faces; focus on body language)
 - c. *The View* by Yoaker and Henwood (about listening and cooperating)
 - d. *Where Do We Go From Here: Chaos or Community?* Dr. Martin Luther King, Jr. (pg.107) "Pity is feeling sorry for someone; empathy is feeling sorry with someone."

Technology Integration

- Digital pictures of children's creative expressions of their understandings of the essential questions will be posted on the MLK wiki.
- The charts which the class creates may also be posted on the wiki.
- In addition, video clips of friendly and unfriendly body language might be fun to post.

Culturally Affirming Components

- Creating a classroom community where all children can contribute and share about themselves.
- Setting up activities where all children can work together successfully.

Special Needs Accommodation

Discussions should always have a note taker so oral comments can be summarized on chart paper and revisited if desired. Literature included is read aloud to provide inclusion for any students who may struggle to read.

Resources

Where Do We Go From Here: Chaos or Community? Dr. Martin Luther King, Jr.
(pages 28, 65, 141, 195)

Seven Blind Mice by Ed Young
The Terrible Fight by Sharon St. Germain
The View by Yoaker and Henwood

NYS Standards

Health 1996

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (PK-6)

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. (PK-6)

know some personal and social skills which contribute to individual safety (PK-6)

Students will understand and be able to manage their personal and community resources. (PK-6)

understand how culture contributes to individual family and community beliefs and practices affecting health (PK-6)

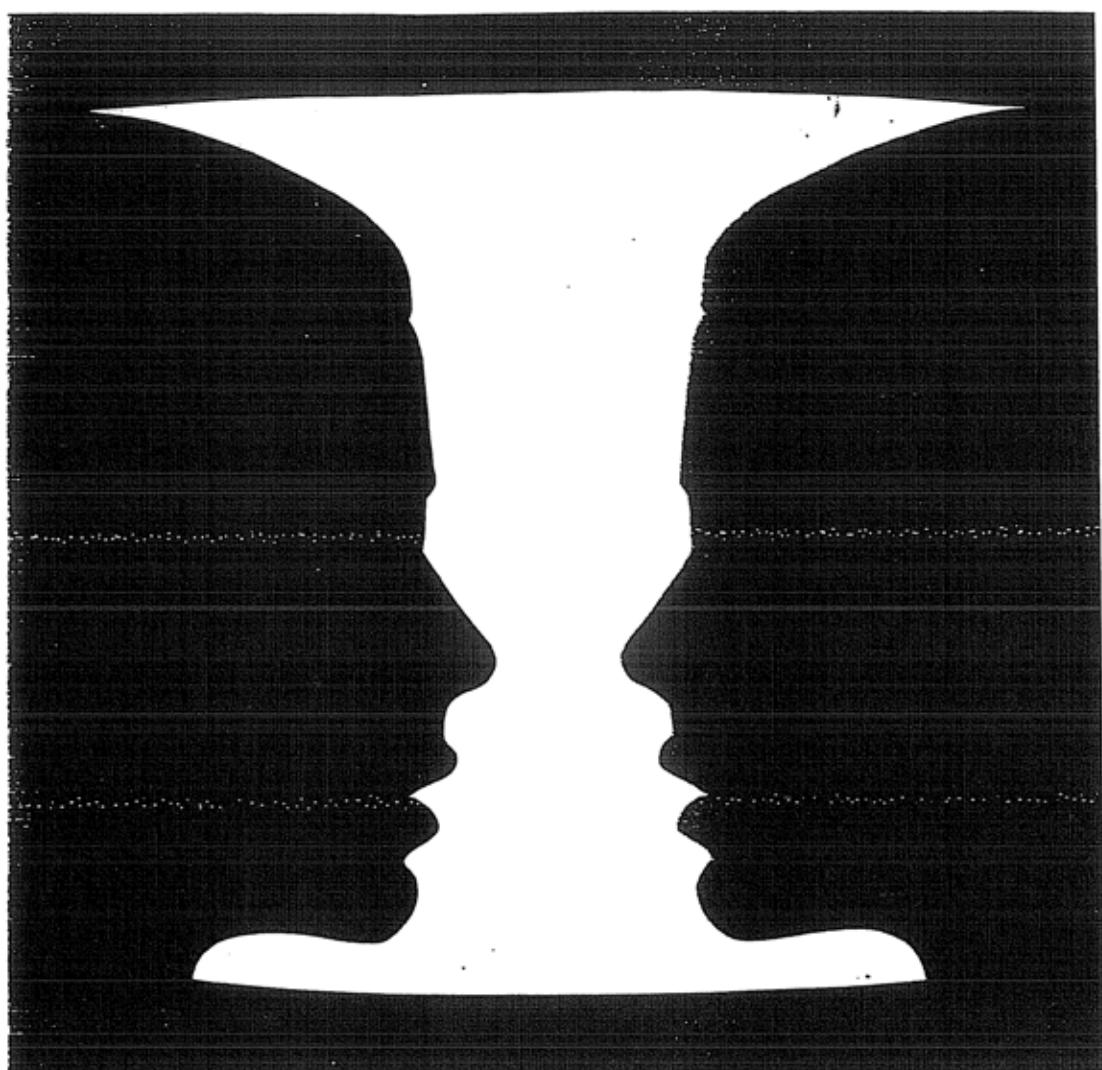
Supporting Materials

3 different images: the classic face/vase, a duck/rabbit overhead; and a horse/frog overhead

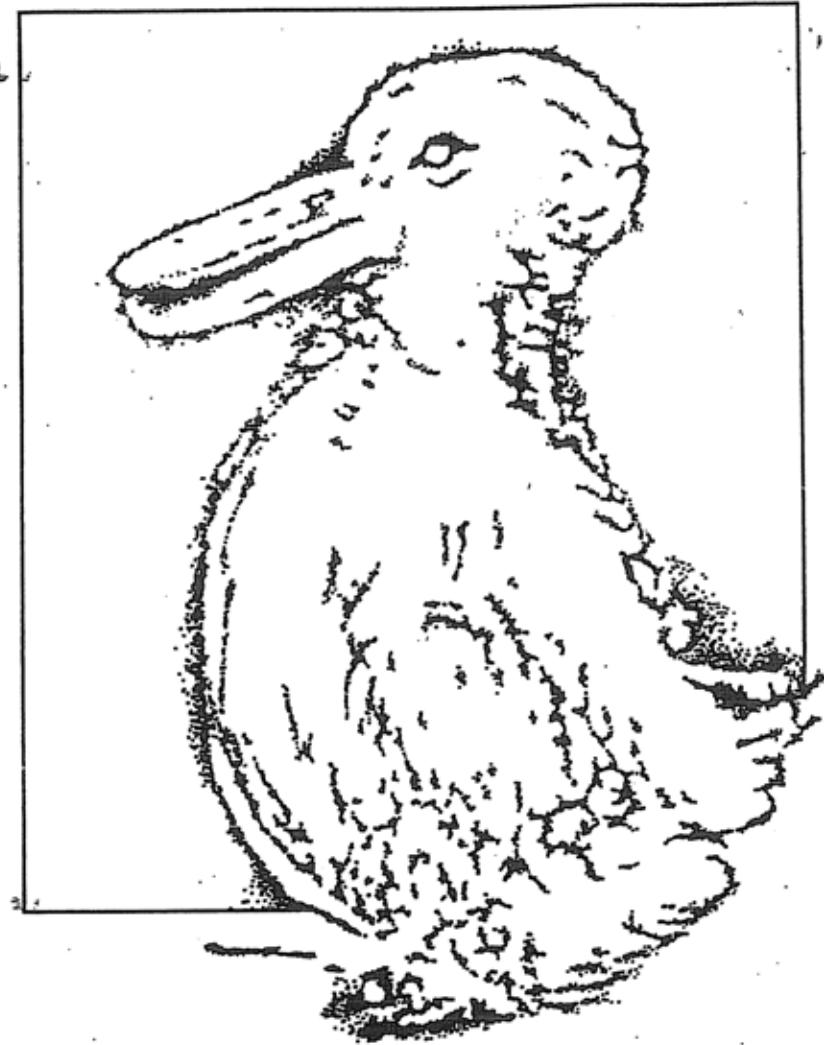
Supporting Web Sites

www.teachingtolerance.org

<http://icsdmlkhome.wikispaces.com/>



NAME: _____



34 WORKSHEET FOR ACTIVITY 4

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Growing Student Peacemakers – Part III: Feelings & Taking Responsibility, by Judy White

Subject	Grade	Time Length	Author
Health	3-5	1 40 minute lesson	jwhite

Lesson Description

Children and teachers will explore our feelings and try to practice using "I-Messages" to take responsibility for our feelings.

Major Understanding

- Our feelings tell us important information.
- Taking responsibility for ourselves is all about acknowledging what I need and what I feel and is communicated with "I-messages" not "You-messages" that blame other people for whatever my problem is.
- Blaming others creates bad feelings and can escalate conflicts.
- When each of us takes responsibility for him(herself) then we can really work together effectively.

Essential Questions

How can sending "I-Messages" help us to make peace at school?

Skills

Children will practice sending "I-messages" instead of "You-messages".

Vocabulary

Feelings, I-Messages, You-Messages, blaming, responsibility

Assessment

1. Ongoing anecdotal assessment by observation of children's interactions.
2. At the end of this lesson series, students will create a poster, cartoon, poem, or another expression which shows their answers to the essential questions. Digital pictures of these creations will be posted on the MLK wiki.

Procedure

1. Class discussion around feelings. We all have feelings; our feelings are our friends; they tell us important information. We need to respect other people's feelings even when they may be different than our own in the same situation. Use brief activities to engage children with each idea below:
 - a. Our feelings are often caused by experience we've had in the past.
 - b. One person's feelings are not necessarily the same as another person's feelings to the same stimulus. Different people sometimes react differently to the same event.
 - c. We can have more than one feeling at a time. This can be confusing.
 - d. Feelings can change.
2. Discussion around blaming. Blaming is a reflection of how I'm feeling. Blaming is like denial and covers up how I'm really feeling. Blaming protects me from owning up to my mistakes and from taking responsibility for my own choices and actions. Blaming makes conflict worse. Blaming often involves "You-Messages".
 - a. Teachers do a blaming role play about budging with several You-Messages sent. Process the escalation with the class. When people get into blaming they often use sentences that start with "you" and tell the other person how (s)he is behaving. Ask how this makes the other person feel? (attacked, defensive) And what does the other person want to do now? (fight back/no one wins)
 - b. Repeat role play with I-Messages and process the outcome. (everyone wins)
 - c. Play a few rounds of Make It OK TO Fess Up! (a catchy name for alternative I-Messages) have kids "translate" the you-messages into I-Messages:
 - i. If someone says something mean to you instead of saying "You are stupid" try "*I don't like it when you say that to me.*"
 - ii. If someone takes something that you want instead of saying "You jerk" try "*I want to play with that too.*"
 - iii. If someone is not listening to you instead of saying "Shut up!" try "*I need to say something.*"
 - iv. If someone won't leave you alone instead of saying "You're bothering me" try "*I want to be left alone.*"
 - v. If someone isn't listening to you instead of saying "I think you have a big mouth" try "*I want you to listen to me.*"
 - vi. Read aloud to *My Many Colored Days* by Dr. Suess and *Where Do We Go From Here: Chaos or Community?* by Dr. King p. (104) "Freedom expresses itself in decision . . . and responsibility" & pg. (107) "Empathy is feeling sorry with someone." Discuss how these messages are related.

Technology Integration

At the end of this lesson series, students will create a poster, cartoon, poem, or another expression which shows their answers to the essential questions. Digital pictures of these creations will be posted on the MLK wiki.

Culturally Affirming Components

- Creating a classroom community where all children can contribute and share about themselves.
- Setting up activities where all children can work together successfully.

Special Needs Accommodation

Discussions should always have a note taker so oral comments can be summarized on chart paper and revisited if desired. Literature included is read aloud to provide inclusion for any students who may struggle to read.

Resources

Where Do We Go From Here: Chaos or Community? By Dr. Martin Luther King, Jr. pages 28, 139, 114 & 115.
My Many Colored Days, by Dr. Suess.

NYS Standards

Health 1996

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (PK-6)

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. (PK-6)

know some personal and social skills which contribute to individual safety (PK-6)

Students will understand and be able to manage their personal and community resources. (PK-6)

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities. (PK-6)

understand how culture contributes to individual family and community beliefs and practices affecting health (PK-6)

Supporting Materials

Supporting Web Sites

www.teachingtolerance.org

<http://icsdmlkhome.wikispaces.com/>

Growing Student Peacemakers – Part IV: Nonviolent Solutions, by Judy White

Subject	Grade	Time Length	Author
Health	3-5	1 60 minute lesson	jwhite

Lesson Description

Students will practice creative brainstorming and then apply this skill to problem-solving. The focus will be on win-win solutions.

Major Understanding

- Finding good, safe, workable solutions to problems is important.
- Learning to think creatively, or "outside of the box" is a valuable life skill.

Essential Questions

- How are win-win solutions an important aspect of peacemaking?
- How does nonviolence lead to win-win solutions?

Skills

Children will practice creative brainstorming.

Vocabulary

Brainstorm, win-win, nonviolent

Assessment

1. Ongoing anecdotal assessment by observation of children's interactions.
2. Students will brainstorm a list of reasons why creative brainstorming is an important skill.
3. Students will also develop a list of problems in our classroom, our school community, and even in the world where creative brainstorming might really help us to find workable solutions and may post them on the MLK wiki.

Procedure

1. Using a big stick (a tall forked fallen branch works well!) ask children to brainstorm all the things that this stick might be used for. Make a list on chart paper. Remind children that all brainstorming ideas are OK and must not be judged as good/bad or right/wrong.
2. Process the stick brainstorm and expand the brainstorming concept to finding solutions to problems.
 - a. Children need to develop the habit of thinking of as many solutions as possible in order to find really great win-win solutions that will actually work well and be safe when agreed to.
 - b. It's also important to consider immediate and long term consequences to chosen solutions, so always ask:
 - i. Is it safe?
 - ii. How might people feel?
 - iii. Is it fair?
 - iv. Will it work?
3. Create a list of common problems students may have in the classroom or on the playground and brainstorm a few win-win solutions for each so students will have a ready resource to help them as peacemakers.
4. Read aloud choices; stop to brainstorm possible solutions to problems in each book:
 - a. *The Only One Club* by Naliboff
 - b. *Goggles* by Ezra Jack Keats
 - c. *Where Do We Go From Here: Chaos or Community?* by Dr. Martin Luther King, Jr. p. (65) "A genuine leader is not a searcher for consensus but a molder of consensus."

Technology Integration

- Use of digital camera to take pictures of children's creative expressions of their understandings of the essential questions and posting these on the MLK wiki.
- Creative brainstorms about classroom, community, or world problems may also be posted on the wiki.

Culturally Affirming Components

Creating a classroom community where all children can contribute and share about themselves. Setting up activities where all children can work together successfully.

Special Needs Accommodation

Discussions should always have a note taker so oral comments can be summarized on chart paper and revisited if desired. Literature included is read aloud to provide inclusion for any students who may struggle to read.

Resources

Where Do We Go From Here: Chaos or Community? Dr. Martin Luther King, Jr. pages 28, 65, 139, 114 & 115
The Only One Club, by Naliboff
Goggles, by Ezra Jack Keats

NYS Standards

Health 1996

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (PK-6)

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. (PK-6)

Know some personal and social skills which contribute to individual safety (PK-6)

Students will understand and be able to manage their personal and community resources. (PK-6)

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities. (PK-6)

understand how culture contributes to individual family and community beliefs and practices affecting health (PK-6)

Supporting Materials

Supporting Web Sites

www.teachingtolerance.org

<http://icsdmlkhome.wikispaces.com/>

Growing Student Peacemakers – Part V: Managing Anger and Aggressive Behavior, by Judy White

Subject	Grade	Time Length	Author
Health	3-5	1 60 minute lesson	jwhite

Lesson Description

Children will develop an understanding of anger through the metaphor of an erupting volcano. They will then consider a variety of calm down techniques and practices.

Major Understanding

- Anger is a negative feeling that builds up and sometimes erupts.
- It's important that we all learn effective techniques for managing our potential to behave aggressively when we're angry and learn how to calm down.
- Managing our anger effectively can enable us to function respectfully and responsibly in our communities.

Essential Questions

- How does anger impair my ability to think clearly and behave kindly?
- Where does anger fit on the chaos/community scale?

Skills

Tapping, breathing, and squeezing techniques will be learned.

Vocabulary

Anger, aggression, calm.

Assessment

Ongoing anecdotal assessment by observation of children's interactions.

Procedure

1. Using overhead projection of an erupting volcano, brainstorm with the children the negative stuff that's in the flames coming out of the top of the volcano and then consider how the explosion hurts others by spewing lava all down the sides of the volcano.
2. Discuss the ways the children currently have to manage their anger and record them on chart paper.
3. Second Steps has a poster of "What to do when you're angry."
4. Teach "Keep Calm" techniques "*hands down, tap 10, breathe 2, squeeze, now I am calm*" and repeat as needed.
5. *Where Do We Go From Here: Chaos or Community?* by Dr. Martin Luther King. Pg. (103) "Freedom always operates within the limits of an already determined structure. . . . Freedom is the capacity to deliberate [to think] and to weigh alternatives [to choose] Freedom expresses itself in decision and responsibility." Discuss how using "Keep Calm" techniques can help us to use our anger constructively rather than destructively.

Technology Integration

A You Tube video of an erupting volcano could help children visualize the metaphor.
A video of a group of children practicing the "Keep Calm" techniques could be posted on the wiki.

Culturally Affirming Components

- Creating a classroom community where all children can contribute and share about themselves.
- Setting up activities where all children can work together successfully.

Special Needs Accommodation

Discussions should always have a note taker so oral comments can be summarized on chart paper and revisited if desired. Literature included is read aloud to provide inclusion for any students who may struggle to read.

Resources

Where Do We Go From Here: Chaos or Community by Dr. Martin Luther King, Jr. pages 28, 103, 139, 114/115

That Makes Me Mad! by Steven Kroll

When Sophie Gets Really Angry, by Molly Bang

Crocodile and Ghost Bat Have a Hullabaloo, found in *Rhinos & Raspberries*

NYS Standards

Health 1996

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (PK-6)

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. (PK-6)

Students will understand and be able to manage their personal and community resources. (PK-6)

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities. (PK-6)

understand how culture contributes to individual family and community beliefs and practices affecting health (PK-6)

Supporting Materials

See second step attachments

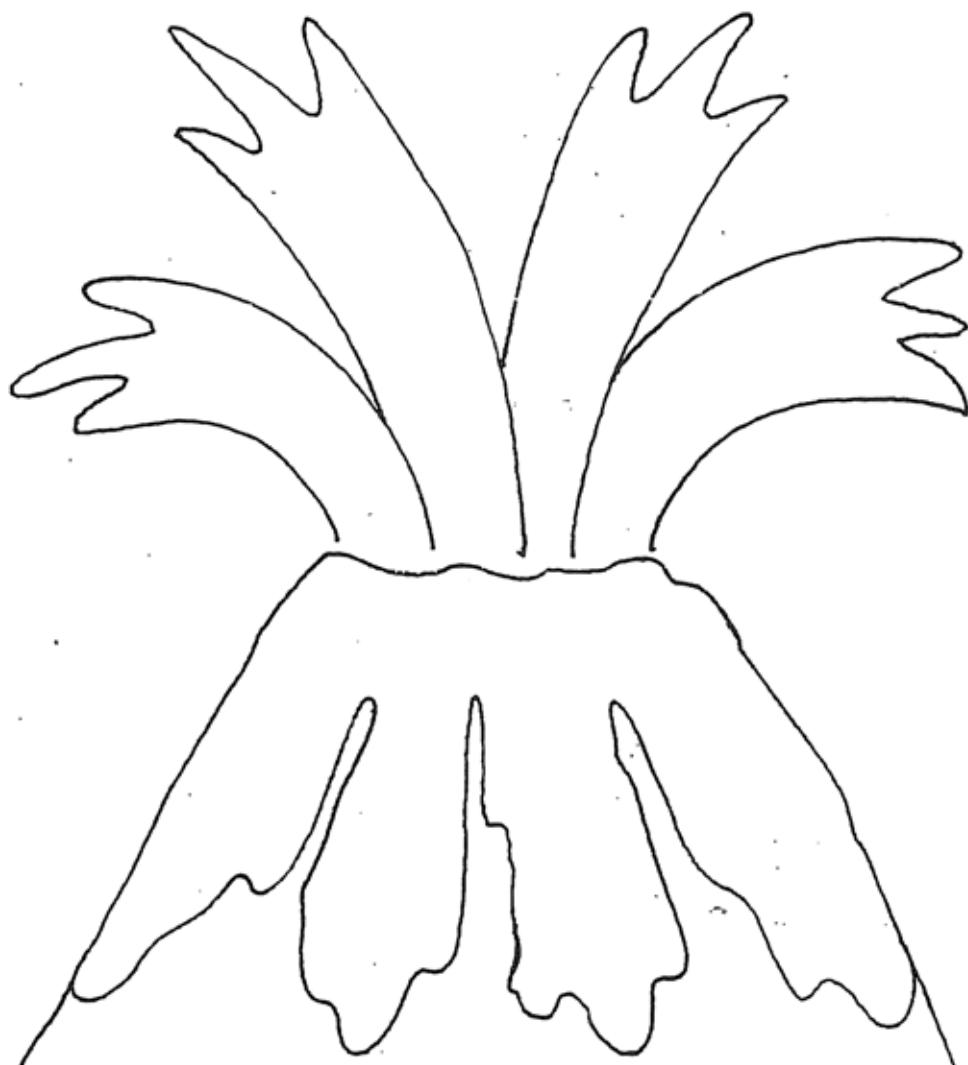
Supporting Web Sites

www.teachingtolerance.org

Date _____ Name _____

ARE YOU A VOLCANO?

Print words on the flames of the volcano to show what happens during an explosion of anger. Print words on the lava flow to show what damage can result.



What to Do When You Are Angry

(Grades 1–5)

1. How does my body feel?

2. Calm down:

- Take three deep breaths.
- Count backwards slowly.
- Think nice thoughts.
- Talk to myself.

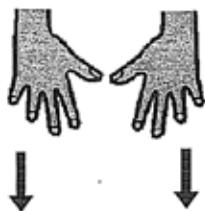
3. Think out loud to solve the problem.

4. Think about it later:

- Why was I angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

Note: Materials part of *Second Step Curriculum*, to which ICSD staff have access

Keep Calm



Hands Down

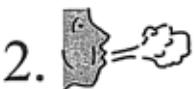
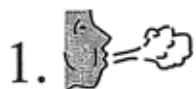


Tap 10

1, 2, 3, 4, 5, 6, 7, 8, 9, 10



Breathe 3



Squeeze



Now I am **Calm**

Note: Nicole Dauria, Lydia Dolch, and Joby Greenspun created these materials.

Keeping Calm

Keeping calm means relaxing your body and gentle touch
Controlling your movements, your arms, and such
Good choices,
Soft voices,
And feeling groovy.

When you're feeling angry, sad, or upset
Your heart starts pounding and you start to sweat
And your body shakes,
And your temper breaks
You want to hit, you want to punch. What's going on?

Now it's time to practice keeping calm.

Hands down
Tap 10
Breathe 3
Squeeze
Now I am calm.

Note: Materials part of *Second Step Curriculum*, to which ICSD staff have access

Alliances strengthen and pave the road to progress -We Need Everyone! by Amy Seldin

Subject	Grade	Time Length	Author
Physical Education	3-5	60 minutes - double class or 2 class periods	aseldin

Lesson Description

The students will “HEAR and SEE” Dr. King's words “The ability of Negroes to enter alliances is a mark of strength not weakness. In entering an alliance the Negro is not relying on white leadership or ideology; he is taking his place as an equal partner in a common endeavor” (pg. 53). The students will then be asked what they think this means. Then they will be given a goal of raising a 60-people parachute (65 ft. circumference). The students will be assigned the task (randomly), 5 students at a time, to achieve the goal. As the “Alliance strengthens” the goal becomes possible, within reach, attainable.

Major Understanding

- Joining together for a common purpose as equal partners, get's things done.
- The more people working together for a common goal strengthens the attainable success of that goal and in a non-violent but productive way keeps us all safe.
- All students (people) are needed and valuable in raising our parachute and each and every student is different.
- We can choose to join together Black and White (all nationalities) and work to support equality (equal partnership) for all persons.
- We must all learn and respect the different ways in which different people choose to identify themselves.
- Negro (Black persons) were gaining strength individually and as a group, and White persons choosing to join together with Blacks supported the quest for equality, justice and peace through a non-violent (but active) path.
- It must be a path traveled together to achieve equality for all.

Essential Questions

- What is an Alliance?
- We know what our goal is (to raise the parachute), what were Dr. King's goals?
- What was the message Dr. King wanted us to hear with this quote?
- What are we gaining physically as we work cooperatively to play with the parachute?

Skills

- Compare the goals to raise the parachute with Dr. King's statement.
- Explain how the growth of an Alliance relates to accomplishing a goal.
- Moving safely in a large group.

Vocabulary

Alliance, Negro, goal, “common endeavor,” equal

Assessment

- Each student will write a statement of “What an Alliance means, an example of an alliance they are a part of in their own life, and why it is good to have Alliances.”

Procedure

The teacher will provide a visual and verbal delivery of Dr. Martin Luther King Jr's quote. Then ask for discussion on the meaning. Individual words and content.

The students will then change focus to the gigantic parachute laid out filling the double gym and they will be informed of the goal that it must be raised. The students will be chosen randomly 5 at a time and given the opportunity to raise the parachute. The students will be asked about their feelings being given the goal and the attempts after adding 5 students at a time until all are joined around the parachute.

We will then accomplish some other fun things with the parachute.

Then, coming back together in a group without the parachute, the teacher will ask some of the essential questions. We will complete the lesson with each student writing a statement of “What an Alliance means and why is it a good to have Alliances?

Technology Integration

Pictures will be taken of the group and continue at intervals of students being added to the parachute, until all students have joined the Alliance. These will be posted to the MLK wiki. Students' written answers will be collated and posted to the wiki.

Culturally Affirming Components

- All students (people) are needed and valuable in raising our parachute and each and every student is different.
- We must all learn and respect the different ways in which different people choose to identify themselves.
- Each student will write a statement of “What an Alliance means, an example of an alliance they are a part of in their own life, and why it is good to have Alliances.”

Special Needs Accommodation

- The teacher will make accommodations to ensure that all students, including those with special needs (blind, hearing impaired, physically challenged) will be able to fully participate with this lesson.
- Reading the quote aloud supports auditory learners.
- The physical activity supports kinesthetic learners.

Resources

Dr. King's Book, *Where Do We Go From Here: Chaos or Community?*

Physical Education Curriculum.

NYS Standards

Physical Education 1996

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (PK-6)

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PK-6)

Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. (PK-6)

work constructively with others to accomplish a variety of goals and tasks (PK-6)

demonstrate care, consideration, and respect of self and others during physical activity (PK-6)

Supporting Materials

<http://icsdmlkhome.wikispaces.com/>

Supporting Web Sites

Unit: MLK Community Build - If You Lived at the Time of MLK..., by Amy Eckley and Alice Ball

Subject	Grade	Time Length	Author
Social Studies	4-5	3-5 lessons	agingric

Lesson Description

Using the book *If You Lived at the Time of Martin Luther King*, by Ellen Levine, this unit focuses on 3 to 5 possible lessons.

Major Understanding

- Students will understand how black people in America before the 1960's were subject to written and unspoken laws which made them unequal citizens, and which provided unearned privileges for white people.
- Social reformers, including many black and white people, utilized acts of witness and boycotts to change these laws and practices.
- MLK played an important role in these changes.

Essential Questions

- How does segregation hurt some people and benefit others?
- What would be the outcome of segregation?
- What are the ways that people can change laws and the social problems of racism?

Skills

- compare and contrast
- utilization of primary sources
- communicate ideas clearly and respectfully in whole class discussion, as well as small group discussion
- read for information and understanding

Vocabulary

Key Words:

segregation, civil rights, March on Washington, sit-ins, freedom rights, non-violent, direct actions, acts of witness, privilege, benefit, boycott, Black Power.

Assessment

- anecdotal notes during discussions
- paying attention to which students are understanding and participating
- exit slip at the end

Procedure

See details in the lesson plans which follow this unit description.

Technology Integration

- utilize library's online subscription databases to research (in small groups) social actions
- use online video(You Tube) to access MLK speech
- resources from <http://mlkcommunitybuild.wikispaces.com>
- <http://icsdmlkhome.wikispaces.com/>

Culturally Affirming Components

- Students will take action to improve the quality of their lives and the lives of people in their communities.
- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.

Special Needs Accommodation: See details in the lesson plans which follow.

Resources

If You Lived at the Time of Martin Luther King, by Ellen Levine

Library Online Subscription Databases

Excerpts from *Where Do We Go From Here: Chaos or Community?*

NYS Standards

Social Studies 2005

History of the United States, Canada, and Latin America (5-5)

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages. (5-5)

Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States. (5-5)

The economies of the United States, Canada, and Latin American nations (5-5)

Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America. (5-5)

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources. (5-5)

The governments of the United States, Canada, and Latin American nations (5-5)

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law. (5-5)

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America. (5-5)

Supporting Materials

Supporting Web Sites:

<http://mlkcommunitybuild.wikispaces.com>

<http://icsdmlkhome.wikispaces.com/>

Community Build- If You Lived At the Time of MLK...Lesson 1, by Amy Eckley and Alice Ball

Subject	Grade	Time Length	Author
Social Studies	4	2 sessions of 45-60 minutes	agingric

Lesson Description

This is the first lesson to the unit plan “MLK Community Build- If You Lived at the Time of MLK...”

Major Understanding

- Students will understand how black people in America before the 1960's were subject to written and unspoken laws which made them unequal citizens, and which provided unearned privileges for white people.
- Students will compare and contrast the different ways that social reformers, including many Black and White Americans attempted to change these laws and practices.
- Students will identify the important role MLK played in these changes.
- What segregation looked like in the U.S. prior to 1960.

Essential Questions

- What are the ways that people work to change laws and the social problems which result from racism in America?
- Why was segregation hurtful?
- Why was segregation wrong?

Skills

- Students will read a non-fiction text to find the main idea and important concepts.
- Students will analyze a quote from Martin Luther King.

Vocabulary

Key Words:

segregation, civil rights, March on Washington, sit-ins, freedom rides, non-violent, direct actions, boycott, Black Power, racism

Assessment

- anecdotal notes during discussions
- paying attention to which students are understanding and participating
- exit slip at the end
- class chart showing knowledge of segregation before the lesson and after the lesson.

Procedure

Session 1:

1. Students watch a clip from the MLK I Have a Dream speech.
2. Put the word SEGREGATION on the board. Brainstorm what students know about this word. Write their comments around the word.
3. Explain that we are beginning a short unit on Martin Luther King, Jr. and civil rights. Pass out the book, *If You Lived at the Time of MLK*.
4. Read together pages 6-14. Discuss and answer questions as you read together.
5. Exit slip: students will describe one place that was segregated.

Session 2:

1. Ask, Why is segregation wrong or hurtful? Take a few minutes to discuss.
2. Read pages 14-21. Discuss and answer questions as you read together.
3. Hand out the sheet of quotes from Ch. 3, “Racism and White Backlash,” from pg. 101 – 108. These quotes are MLK's way of explaining why segregation is wrong.
4. Divide students into four groups. Assign one quote to each group. Have them read and discuss the quote, interpreting what they think it means in their own words.
5. Groups share out their interpretations to the class.
6. Exit slip: Thinking ahead - what is one way that people could have changed segregation?

Technology Integration

- online video, I Have a Dream speech: <http://www.mlkonline.net/video.html>
- MLK Community Build Wiki: <http://mlkcommunitybuild.wikispaces.com/>
- ICSD Participates MLK Wiki: <http://icsdmlkhome.wikispaces.com/>
- Digital picture of the chart can be posted to the MLK wiki

Culturally Affirming Components

Students will take action to improve the quality of their lives and the lives of people in their communities.

Special Needs Accommodation

It is recommended during the quote activity that groups be divided heterogeneously. This will help support the needs of all students. Reading the quotes aloud will support all learners, especially those who are auditory learners.

Resources

Multiple copy set of *If you lived at the time of Martin Luther King*, by Ellen Levine
Projector/computer to watch online video

Supporting Materials

Why is Segregation Wrong

Supporting Web Sites

- <http://www.mlkonline.net/video.html>
- <http://mlkcommunitybuild.wikispaces.com/>

NYS Standards

Social Studies 2005

History of the United States, Canada, and Latin America (5-5)

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages. (5-5)

Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States. (5-5)

The economies of the United States, Canada, and Latin American nations (5-5)

Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America. (5-5)

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources. (5-5)

The governments of the United States, Canada, and Latin American nations (5-5)

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law. (5-5)

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America. (5-5)

Community Build: If You Lived at the Time of MLK... Lesson 2, by Amy Eckley and Alice Ball

Subject	Grade	Time Length	Author
Social Studies	4	50 minutes	agingric

Lesson Description

After brainstorming ideas to answer the essential question: “What are the ways that people changed laws and social problems of racism in America,” students will break into small groups with concept keywords such as boycott, freedom riders, and sit-ins. They will then read the book, *If You Lived at the Time of MLK* to gather information on their concept keywords.

Major Understanding

- Students will understand how black people in America before the 1960's were subject to written and unspoken laws which made them unequal citizens, and which provided unearned privileges for white people.
- Students will compare and contrast the different ways that social reformers, including many Black and White Americans, attempted to change these laws and practices.
- Students will identify the important role MLK played in these changes.
- What segregation looked like in the US prior to 1960.

Essential Questions

- What are the ways that people work to change laws and the social problems which have resulted from racism in America?
- Why was segregation hurtful?
- Why was segregation wrong?
- What were some of the personal challenges that people had to overcome when deciding to act for social justice?

Skills

Read, write, listen, and speak for information, understanding, analysis, and social interaction.

Vocabulary

Key Words: segregation, civil rights, March on Washington, sit-ins, freedom rides, non-violent, direct actions, boycott, Black Power.

Assessment

- anecdotal notes during discussions, paying attention to which students are understanding and participating
- students will add a comment to the wiki, answering the essential questions after the lesson is completed.

Procedure

1. Gather students together and review the first two sessions (Lesson 1) of this unit.
2. While discussing what they've learned about segregation, introduce the concept of change. (Review using pages 34-35 in *If You Lived at the Time of MLK*)
3. Have the students brainstorm the different ways people might try to change social problems such as segregation.
4. Introduce vocabulary words: non-violent direct actions, boycott, sit-ins, marches, and freedom rides.
5. Students will be divided into small groups to read a portion of the book with their group. They will be allowed to choose roles: 2 reporters, 1 recorder, and 1 group manager
 - Group 1: Boycott (24-30)
 - Group 2: Freedom Riders (41-45)
 - Group 3: Sit-ins (37-40)
 - Group 4: Marches (50-53, 58-59)
6. Students will be given a graphic organizer on which to take down the most important facts they discover.
7. Students will come back together again so that the reporters can share out what their groups have learned.
8. Exit Slip: Illustrate a scene from a nonviolent direct action that you learned about today.

Technology Integration

Exit slip illustrations will be posted to the MLK wiki

Culturally Affirming Components

Students will take action to improve the quality of their lives and the lives of people in their communities.

Special Needs Accommodation

Graphic organizer will help all learners, especially visual learners. Providing the opportunity for students to draw a picture of their learning supports all students who are visual/graphic learners and thinkers.

Resources

- MLK Community Build Wiki: <http://mlkcommunitybuild.wikispaces.com/>
- ICSD Participates MLK Wiki: <http://icsdmlkhome.wikispaces.com/>
- Multiple copies of the book *If You Lived at the Time of MLK*, by Ellen Levine
- Projector/ computer equipment (if needed)

Supporting Materials

5WH.pdf

MLK Lesson 3 handout.doc

Supporting Web Sites

- MLK Community Build Wiki: <http://mlkcommunitybuild.wikispaces.com/>
- ICSD Participates MLK Wiki: <http://icsdmlkhome.wikispaces.com/>

NYS Standards

Social Studies 2005

History of the United States, Canada, and Latin America (5-5)

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages. (5-5)

Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States. (5-5)

The economies of the United States, Canada, and Latin American nations (5-5)

Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America. (5-5)

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources. (5-5)

The governments of the United States, Canada, and Latin American nations (5-5)

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law. (5-5)

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America. (5-5)

Who, What, When, Where, Why, and How

Who

What

Where

Why

When

How

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Group 1: Boycott (24-33)

Read through pages 24-33 in your book. Answer the attached questions with your group.

Group 2: Freedom Riders (41-45)

Read through pages 41-45 in your book. Answer the attached questions with your group.

Group 3: Sit-ins (37-40)

Read through pages 37-40 in your book. Answer the attached questions with your group.

Group 4: Marches (50-53, 58-59)

Read through pages 50-53 and 58-59 in your book. Answer the attached questions with your group.

Why is Segregation Wrong?

(quotes from MLK's last book *Where Do We Go From Here: Chaos or Community?*)

Racism is a philosophy based on a contempt for life.

If a man asserts that another man, because of his race, is not good enough to have a job equal to his, or to eat at a lunch counter next to him, or to have access to certain hotels, or to attend school with him, or to live next door to him, he is by implication affirming that that man does not deserve to exist.

What is freedom? It is, first, the capacity to deliberate or to weigh alternatives. "Shall I be a doctor or a lawyer?"

Second, freedom expresses itself in decision....the existentialists say we must choose, that we are choosing animals, and if we do not choose, we sink into thinghood...

A third expression of freedom is responsibility. This is the obligation of the person to respond if he is questioned about his decisions...

When I cannot choose what I shall do or where I shall live, it means in fact someone or some system has already made these decisions for me, and I am reduced to an animal.

Desegregation will break down the legal barriers and bring men together physically, but something must touch the hearts and souls of men so that they will come together spiritually because it is natural and right.

Who am I? by Danielle Rottenstein

Subject	Grade	Time Length	Author
Technology Education	4-6	60min	drottens

Lesson Description

Students will self assess themselves in terms of how they portray themselves. They will create lists with descriptions about themselves and will relate these to the quote in *Where Do We Go From Here: Chaos or Community?* when Dr. King states "Every man must ultimately confront the question 'Who am I' and seek an answer honestly. One of the first principals of personal adjustment is the principal of self acceptance." With the lists that students create they will create their own visible representation through a wordle.

Major Understanding

- Understanding who you are will help you view yourself honestly which will make you able to be more empathetic to others.
- The person you think you are is not necessarily how others view you.
- There are certain generalities and prejudices and misconceptions assigned to every type of person.

Essential Questions

- How do you view yourself as a person?
- Why is it difficult to classify yourself into words?
- What does it mean when Dr. King says "Personal adjustment is the principal of self acceptance?"

Skills

- Create lists of characteristics
- Critically analyze who one is and how she/he is portrayed and/or perceived by others
- Articulate stereotypes associated with different cultures and ethnicities of people
- Create a wordle from one's descriptions

Vocabulary

Principal, acceptance, honest, portray, perceived, stereotype, race, culture, ethnicity, characteristics

Assessment

Teacher will assess the wordle

Procedure

Teacher will read aloud the passage from *Where Do We Go From Here: Chaos or community?* Pg. 54, paragraph two.

Teacher will model for students by creating a list of specific qualities and characteristics that describes who she/he is. Then there will be a group discussion about how different people are portrayed and/or perceived by others.

Teacher will then ask students to generate their own personal lists. When lists are completed, students will create a wordle using computers to visually represent themselves through words.

Technology Integration

Students create wordles to represent their personal descriptions. Wordles will be posted to the MLK wiki.

Culturally Affirming Components

Students will share their wordle's with the class to show the similarities and differences they have with one another.

Special Needs Accommodation

Reading the quote aloud supports all learners, especially those who are auditory. The wordle supports visual learners. Modeling will support all learners, especially those who require a concrete example prior to engaging in their own work.

Resources

Directions on creating wordles; See supporting websites

NYS Standards

Science, Math and Technology 1996

Students will access, generate, process, and transfer information using appropriate technologies. (PK-6)

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. (PK-6)

use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound. (PK-6)

Computer Technology (PK-6)

Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge. (PK-6)

identify and describe the function of the major components of a computer system. (PK-6)

use the computer as a tool for generating and drawing ideas. (PK-6)

Systems Thinking (PK-6)

Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions. (PK-6)

observe and describe interactions among components of simple systems. (PK-6)

identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings). (PK-6)

Models (PK-6)

use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world. (PK-6)

Strategies (PK-6)

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results. (PK-6)

work effectively (PK-6)

gather and process information (PK-6)

generate and analyze ideas (PK-6)

observe common themes (PK-6)

realize ideas (PK-6)

present results (PK-6)

Skills and Strategies for Interdisciplinary Problem Solving (PK-6)

Working Effectively: Contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identify and managing responsibilities of team members; and staying on task, whether working alone or as part of a group. (PK-6)

Gathering and Processing Information: Accessing information from printed media, electronic data bases, and community resources and using the information to develop a definition of the problem and to research possible solutions. (PK-6)

Generating and Analyzing Ideas: Developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data. (PK-6)

Common Themes: Observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem. (PK-6)

Realizing Ideas: Constructing components or models, arriving at a solution, and evaluating the result. (PK-6)

Presenting Results: Using a variety of media to present the solution and to communicate the results. (PK-6)

Supporting Materials

Supporting Web Sites

http://www.teachertube.com/viewVideo.php?video_id=144697&title=wordle_directions

<http://icsdmlkhome.wikispaces.com/>

With Liberty and Justice for All, by Courtney Coffey

Subject	Grade	Time Length	Author
English Language Arts	4-7	four 40-min sessions	ccoffey

Lesson Description

After hearing an excerpt from page 84 in Martin Luther King's book *Where Do We Go From Here: Chaos or Community?* students will discuss what they think the line "with liberty and justice for all" from our "Pledge of Allegiance" means. Then they'll watch a short video clip about a student in Arkansas who would not say the pledge of allegiance because he did not feel that America was providing liberty and justice for all. Students will write a persuasive essay arguing for their opinion on the matter: Are the boy and Martin Luther King right? Or, is the "Pledge of Allegiance" indeed upholding the ideals embodied in it?

Major Understanding

- The line "with liberty and justice for all" can be interpreted by different people in different ways.

Essential Questions

- Is the United States of America providing liberty and justice for all people?
- What does the line "with liberty and justice for all" really mean?

Skills

- Compare and contrast the quote from MLK to the boy's actions in the video
- Write a persuasive essay

Vocabulary

Liberty, justice, equality, racism, dignity, foundation, excursion, authentic, sexism, homophobia

Assessment

- Written persuasive essay OR a five minute speech about what each student thinks is the right thing to do

Procedure

Session 1: Read aloud (or have an overhead of) the excerpt from page 89 in Martin Luther King's book *Where Do We Go From Here: Chaos or Community?* ("...All men are brothers; all men are created equal; every man is heir to a legacy of dignity and worth; every man has rights... what a marvelous foundation for any home! What a glorious place to inhabit! But America strayed away; and this excursion has brought only confusion and bewilderment. It has left hearts aching with guilt and minds distorted with irrationality. But it is not too late to return home. If America would come to herself and return to her true home, 'one nation, indivisible, with liberty and justice for all,' she would give the democratic creed a new authentic ring, enkindle the imagination of mankind and fire the souls of men."

Ask students where they have heard the line "one nation, indivisible, with liberty and justice for all" before? (Pledge of Allegiance)

Lead students in a whole-group discussion of what they think the line "with liberty and justice for all" from our "Pledge of Allegiance" means. Write ideas on chart paper in two different colors: one for ideas about "liberty" and one for ideas about "justice."

Watch the short video clip provided in the link at the bottom of this page under “Supporting Websites” about a student in Arkansas who would not say the pledge of allegiance because he did not feel that America was providing liberty and justice for all because gay people cannot get married and there is still racism and sexism in the world.

Discuss as a whole-group what racism, sexism, and homophobia are.

Divide students into small groups to compare and contrast Martin Luther King’s words to the Arkansas student’s actions. Make a chart of how they are the same and how they are different.

Session 2: The culminating activity will be that students will write a persuasive essay OR a present a five-minute speech arguing for their opinion on the matter: Are the boy’s and Martin Luther King Jr.’s arguments justified? Or, is the “Pledge of Allegiance” indeed upholding the ideals embodied in it?

Technology Integration

- Video clip on an internet website-video clip played on projector
- Digital images of charts posted to "ICSD Participates in MLK Build" wiki
- Scanned essays posted to "ICSD Participates in MLK Build" wiki

Culturally Affirming Components

- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

- Whole-class discussion on the meanings of the vocabulary words, which are added to the word wall
- Graphic organizers to help plan out a persuasive essay
- Liberty/justice chart with color coding will be hung up
- Chart about how MLK and video were the same and different will be hung up

Resources

Martin Luther King’s *Where do we Go from Here: Chaos or Community?*

NYS Standards

Language Arts 2005

Read aloud at appropriate rate (2-4)

Determine the intended audience before writing (2-4)

Respond respectfully (2-4)

Initiate communication with peers and familiar adults (2-4)

Use age-appropriate vocabulary (2-4)

Establish eye contact, when appropriate, to engage the audience (2-4)

State a point of view and support it with details from the text (4-4)

Participate in discussions about grade-level texts (4-4)

Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations (4-4)

Recognize the theme or message of a text (4-4)

Respond in writing to prompts that follow the reading of literary and informational texts (4-4)

Write voluntarily to communicate ideas and emotions to a variety of audiences (4-4)

Supporting Materials

Supporting Web Sites

<http://www.YouTube.com/watch?v=LT9I-36aim8>

<http://icsdmlkhome.wikispaces.com/>

Examining the ICSD Student Conduct Manual, by Bill VanSlyke

Subject	Grade	Time Length	Author
Social Studies	5	2-3 sessions	wvanslyk

Lesson Description

Using a quote from Chaos or Community as a starting point, students will identify the purpose of rules in a community. After a discussion of the introduction to the ICSD Student Conduct Manual, an analysis of a section of the Student Conduct Code will be modeled. Students will then work in small groups to analyze and restate selected portions of the Student Conduct Code, producing teaching posters or “public service announcements” to be shared with the school during morning announcements.

Major Understanding

- Classrooms and schools are communities of learning with specific sets of rules, like other communities to which students belong.
- Rules, laws, and codes of conduct exist to protect and promote the rights of all members of a community.
- The ICSD Code of Conduct is one such set of rules to protect the rights of all members of a learning community.
- Knowledge and active participation are required for rules to be applied fairly and consistently.
- We can all take action to build community

Essential Questions

- Why do communities have rules and laws?
- Why is it important for everyone to understand the rules of a community?
- What is needed for a Code of Conduct to be effective?
- What does it mean to be accountable?

Skills

- Identify rules or codes that exist in different places
- Identify purposes of ICSD Code of Conduct
- Analyze and interpret language from the Code of Conduct
- Synthesize information to create teaching tools.

Vocabulary

Community, code, conduct, enforce, comply, accountability, responsibility, manual, oppressed, mandate; Specific vocabulary selected from individual sections of the ICSD Code of Conduct

Assessment

- Student notes from small group work
- Student work samples
- Posters, written announcements, oral announcements

Procedure

In large group, have students partner share about a time in their lives when a lack of knowledge about a rule or expectation caused problems for them. Teacher may suggest areas to think about, places that have specific rules or expectations (libraries, theaters, churches, other people's homes), or share a personal example. Discuss common elements of these experiences, i.e. that various communities or settings have different expectations, and that lack of knowledge of these "codes" can be problematic.

Introduce quote from Chaos or Community, page 167, "Laws only declare rights; they do not deliver them. The oppressed must take hold of laws and transform them into effective mandates." Discuss its meaning, (that rules on paper need to be understood and acted upon in order to be effective).

Introduce ICSD Student Conduct Manual, focusing on introduction, page 1. Discuss the District Mission Statement, and the section from "Student Responsibilities Regarding This Manual" - "It is the student's responsibility to read, become familiar with, and comply with the material contained in this manual. The ICSD highly encourages all parents, families, and caregivers to become familiar with this manual, as this is key in ensuring that all students are successful in complying with the ICSD Code of Conduct." Discuss what this means to students as members of the ICSD learning community.

Model the analysis and interpretation of one section of the Student Code of Conduct, for instance Section B on page 5 of the manual, "Educational Attainment." Read and discuss the meaning of selected sentences from the introduction, as well as selected student responsibilities, such as B.1, B.2, B.3. Help students define or explain any unfamiliar or confusing words and terms. Ask, "How could we state these responsibilities in ways that elementary students could easily understand and act on them? (i.e. as positive expectations.)"

Generate a list on chart paper for this section. Assign previously organized excerpts from other sections of the Code of Conduct to small groups of 4-5 students to read, discuss, and write out in their own words. Supply dictionaries and other resources to ensure the understanding of the specific language of the code. (Alternatively, each section could be done as a whole class, in a series of shorter lessons, with teacher passing out excerpts for whole group to discuss.)

Suggestions: Section A, Respect, responsibilities A.1 - A.5; Section C, Safety and Health, responsibilities C.1, C.5; Section D, Total Participation, responsibilities D.1, D.5, D.6, D.9; Section E, Orderly Process, responsibilities E.1-E.3, E.6; Section F, Responsibility and Integrity, responsibilities F. 1, F.3, F.4, F.7.

Tell students that in a subsequent period or two they will produce a teaching poster or an announcement to share this information with others. After sharing with the class, posters can be placed around school and announcements read over the loudspeaker during whole school announcements in morning. Various forms of the work could also be posted on class blogs, made into Voicethreads, or developed into PowerPoint presentations. Reinforce that these actions help to build community.

Note: Section G on page 10 of the code, "Every Person", should be taught as a separate lesson with the whole class, with rich opportunities to connect the terms "an open and diverse community" and "bias free community" to King's work.

Technology Integration

Possible use of Voicethread, blogs, and PowerPoint presentations to share work products, post student produced work to the wiki

Culturally Affirming Components

- Students will take action to improve the quality of their lives and the lives of people in their communities.
- Students will make explicit connections between what they are learning and their own lives.
- Students will learn information necessary to increase their participation and success rates in school.

Special Needs Accommodation

Concrete examples will be provided throughout the lesson, which will help all learners, including those who need accommodations. Learning activities provide opportunities for children to use their preferred learning styles. (reading, writing, listening, speaking, partner and small group work)

Resources

Martin Luther King, Jr.'s *Where do we Go from Here: Chaos or Community?*

2009-2010 Ithaca City School District Student Conduct Manual

NYS Standards

Social Studies 2005

Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights. (5-5)

Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from: Civics Framework for the 1998 NAEP, p. 19) (5-5)

Supporting Materials

Supporting Web Sites:

<http://icsdmlkhome.wikispaces.com/>

<http://voicethread.com/#home>

http://ithaca.ocmboes.org/boardfiles/policies/2009-10_SCoC.pdf (Student Code of Conduct)

http://www.icsd.k12.ny.us/index.php?option=com_content&task=view&id=20&Itemid=50 (In case Student Code of Conduct is no longer available at above link.)

More than speeches - A theory of nonviolence (5th grade version), by Barry Derfel

Subject	Grade	Time Length	Author
Social Studies	5	6 class periods, plus additional time for students to take action	bderfel

Lesson Description

In this lesson, students will learn about the theory which underlies nonviolent direct action as it was practiced during the 1950's and 1960's by those in the U.S. Civil Rights Movement. Students will read (or listen to) excerpts from Dr. King's *Where Do We Go From Here: Chaos or Community?* and make connections between the theory, the reading, and their own lives. In addition, students will take action to improve the quality of their lives, and/or the lives of those in their community.

**If this lesson is taught as part of a unit on Civil Rights, an educator may choose to complete only the first three periods of this lesson and then replace periods 4 - 6 with plans that she/he already has for students to take action.

The author has effectively used this lesson with 5th graders - adults. For questions and/or support, email the author at: bderfel@icsd.k12.ny.us

Major Understanding

- The work of Dr. King and the Civil Rights Movement of the 1950's and 1960's was highly organized and grounded in community and theory.
- The nonviolence movement of the 1950's and 1960's was rooted in the *Declaration of Independence* and the *U.S. Constitution*.
- The nonviolence movement of the 1950's and 1960's had historical roots in the work of Gandhi and the nonviolent Indian Independence Movement.
- Nonviolence, as it was practiced by those in the Nonviolent Civil Rights Movement of the 1950's and 1960's, was designed to change the ways in which laws, beliefs, and money interact to perpetuate oppression.
- *Acts of Witness* reveal that a system of laws, beliefs, and money is violent.
- Each of us can participate in the work of building community and justice locally, nationally, and globally.
- Each of us can work to improve the quality of our lives and the lives of others in our communities.

Essential Questions

- Can the quality of our lives, and the lives of others in our community, be improved?
- How can we use the principles of nonviolence and the ideas presented in Dr. King's book to improve the quality of our lives, and the lives of others in our community?

Skills

The student will be able to:

- Identify the key elements of the theory of nonviolence.
- Discuss the essential questions with increasing complexity over time.
- Read, write, listen, and speak for information and understanding, critical analysis and evaluation, and social interaction.
- Articulate explicit connections between the theory of nonviolence and her/his own life.
- Articulate ways in which the quality of her/his own life and the lives of others in her/his community, can be improved.
- Act to improve the quality of her/his life and the lives of those in her/his community.

Vocabulary

resistance, oppression, power, “life, liberty, and happiness,” segregation, boycott, acts of witness, “myths, stereotypes, and misinformation,” politics, racism, negro, privilege

Assessment

For each of the items below, distribute a rubric to students ahead of time, so that they know how their work will be evaluated.

Students will explain the key elements of the theory of nonviolence. Possible methods include:

- Write on the appropriate discussion board page of the ICSD MLK Wiki
- Conduct a 5 minute oral presentation
- Create her/his own chart or diagram (transform the diagrams on the powerpoint)
- Write a children's booklet or comic book
- Write an article or letter to the editor

Students will actively engage in discussion of the essential questions. (Teacher should monitor this and take steps to ensure that all students participate.)

Students will articulate connections between the theory of nonviolence, the text, and their own lives. Possible methods include:

- Draw a cartoon
- Compose a poem or song
- Present a “spoken word” piece
- Write a 1 paragraph essay

Students will communicate to an audience the ways in which the theory of nonviolence and the ideas presented in Dr. King's text can be used to address concerns in their own lives, or in the lives of others in their community. Potential audiences include: family, students, staff, ICSD Board of Education, student organizations/clubs, Village at Ithaca, ACTION, broader Ithaca community, City or County Councils, Ithaca Youth Bureau, etc. (See the attached list for contact information, etc.)

Instead of communicating to an audience, the student may choose to engage in some form of community service work in order to “take action.” If this is the case, the teacher should require some form of documentation of time spent volunteering and a **brief reflection from the student in order to assess this component. One specific action a student could do is to encourage an organization or business she/he is connected to (i.e. religious congregation, favorite restaurant, youth group, afterschool program, etc.) to join on as a signer of the “Declaration of Shared Values.” (See attached document.)

Procedure

Prior to these lessons, the teacher should send home a brief update to families which explains what the students will be working on, and which invites families to provide input before, during, and after these lessons are implemented. The teacher should include the content map in this update, and should have students read this before taking it home. In addition, the **teacher will need to review** the slide presentation and You Tube videos a number of times on her/his own, until she/he understands the theory of nonviolence as it is explained in the powerpoint.

Period One: The teacher will present the first three slides in the powerpoint. This presentation should be paced so that students can ask clarifying questions and the teacher can add her/his own explanations throughout the presentation. She/he may want to create a note-taking mechanism/visual organizer for students to use during this time. (I have made copies of the slides and then used “white out” to create blanks for students to fill in. I choose key words/concepts for the blanks, so that I can explain the nuances of these words as students fill them in. As the lesson progresses, I post each of these words/concepts, and their brief explanations, on a word-wall in the room.)

Period Two: The teacher presents the remaining slides of the presentation, using the same procedures as above. **At the completion of this period**, the teacher should make a large poster/chart which replicates slide 6 of the presentation. This should be hung up in the classroom.

Period Three: Students are given the task of explaining the theory of nonviolence, using the possible methods identified in the assessment section. The teacher will need to explain the task, and she/he should distribute a rubric which shows students how their work will be evaluated. As students work on creating their explanations, the teacher circulates and provides help as needed. In addition, she/he will most likely need to stop the work periodically to address particular misunderstandings/confusion that she/he observes many students needing clarification on.
Period Four: Students read (or listen to) pages 136 - end of first paragraph, page 139 in the text *Where Do We Go From Here: Chaos or Community?*

Prior to reading, the teacher tells students that they will need to highlight or circle two or three sentences/phrases that they particularly want to react to. After students have completed the reading, the teacher has them form groups of four to discuss the reading, using the “Save the last word for me” discussion protocol.

Period Five: Student begin with 5 minutes of talking to a partner to address the following prompt: “How can we use the principles of nonviolence and the ideas presented in Dr. King's book to improve the quality of our lives, and the lives of others in our community?” Next, the teacher will facilitate a class discussion of the prompt. In order to promote engagement of all students, the teacher should stop the discussion every 8 minutes and ask every student who has not spoken to either add to the conversation, or say “pass.”

Period 6: Students are assigned the task of articulating connections between the theory of nonviolence, the text, and their own lives.

Possible methods are detailed in the assessment section. As with period 3, the teacher will need to circulate and provide support as needed. The teacher will also need to identify a due-day, 2 or 3 days away, for when this work is to be collected. On the due date, students will need to indicate their plan for communicating to an audience the ways in which the theory of nonviolence and the ideas presented in Dr. King's text can be used to address concerns in their own lives, or in the lives of others in their community. The teacher will need to provide students with a rubric to show students how their communication will be evaluated, devise a method for students to document their communications, and establish a deadline by which these are to be completed.

Technology Integration

- The lesson involves use of a powerpoint slideshow and You Tube videos.
- Students will write on, and/or teachers will display student work-samples on the appropriate page of the MLK wiki - *Students use digital media and environments to communicate their work collaboratively, including at a distance, to support learning and contribute to the learning of others (ISTE).*
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision. - *students create original works as a means of personal and group expression (ISTE).*
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use online culture-generated resources to deepen these understandings- *develop cultural understanding and global awareness by engaging with learners of other cultures; evaluate and select information sources and digital tools based on the appropriateness to specific tasks (ISTE).*

Culturally Affirming Components

- Students will take action to improve the quality of their lives and the lives of people in their communities.
- To help engage all students in the discussion and to help foster a safe atmosphere, educators will use the text-protocols identified in the supporting files section.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision.
- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming. For examples of how to do this, look at the “family letters” in the resource section.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

- The slide show can be printed and distributed to students so that they can follow along and take notes while the teacher plays the sound for each element of the slide show.
- Students will be able to listen to an audio of Dr. King's text.
- Students can access the slide show and listen to the narration before and after the teacher's in-classroom lesson.
- You Tube videos provide concrete examples for students to see and hear.
- The chart at the end of lesson two and the word wall support all learners, including those who need accommodations.
- The teacher should encourage students to choose assessment methods that engage their particular learning styles and strengths.
- The teacher should devise additional assessment and delivery methods as needed so that all students can be successful.

Resources

See websites below for access to slideshow and You Tube videos.

Where Do We Go From Here: Chaos or Community? (Dr. Martin Luther King, Jr. 1967.)

See documents at the following this lesson.

NYS Standards Social Studies 2005

History of the United States, Canada, and Latin America (5-5)

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages. (5-5)

Different people living in the Western Hemisphere may view the same event or issue from different perspectives. (5-5)

Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States. (5-5)

The economies of the United States, Canada, and Latin American nations (5-5)

Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America. (5-5)

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources. (5-5)

Production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make. (5-5)

The governments of the United States, Canada, and Latin American nations (5-5)

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law. (5-5)

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America. (5-5)

Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights. (5-5)

Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from: Civics

Framework for the 1998 NAEP, p. 19) (5-5)

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights. (5-5)

Supporting Materials

local organizations working for racial and social justice.pdf
sample family letter1.pdf
samplefamilyletter2.pdf
save_last_word.pdf

Supporting Web Sites

<http://icsdhttp://icsdmlkhome.wikispaces.com/>
<http://mlkcommunitybuild.wikispaces.com/Lessons> (for powerpoint)
<http://www.icsd.k12.ny.us/legacy/district/staffdev/bderfel/icsdparticipatesresources.htm> (for powerpoint)

~~~~~I WELCOME FAMILY COLLABORATION~~~~~  
1/18/06 607-272-8742

***If you would like this letter translated or read to you over the phone, please let me know and I will arrange to do this for you.***

Dear Families,

We have completed our unit on Colonial America, and are now beginning a unit about the events leading up to the American Revolution. Students will be reading chapter five in the text, and answering the section review questions. They will read chapter one in Rebels Against Slavery, and write a three-paragraph essay about the information in this reading. In class we will watch a film called "Kanehsatake, 270 years of Resistance," which documents the continuing struggle over land rights between the Mohawk and the nations of Canada and the United States.

On the back of this update is a summary describing this film. It will take us three days to view it, and then one day to discuss it as a class. Students will then be involved in a group activity in which each group takes the side of either England or the Colonies, creating a letter to the editor or political cartoon expressing their point of view about the movement towards independence. These letters and cartoons will be presented in class, with each group explaining the specific details in their piece. There will be a short reading and activity from a book called Guess Who's Jewish in America, and another from the book American Women.

If you have any resources that you can suggest, which will help me present more perspectives about this period in American History, I would greatly appreciate your sharing these with me. If you have resources that are adult-level, rather than student-level, that's fine, because I can read these and then develop my own lessons.

I hope that this information is useful to you. If you can think of ways to make these updates more informative, I would appreciate your feedback.

As always, please feel free to come in and observe our class anytime. Just sign in at the office and they will send you to my room (A108). You do not need to let me know ahead of time. You may contact me by leaving a message on my home phone (before 8:30), school voice mail ext. 2125, or by sending in a note. I will call you back promptly. If you do send in a note, please ask your daughter/son to have me sign it, so that you know I have seen it. I look forward to meeting you soon.

Sincerely,

Barry Derfel

Please sign and return the bottom section.

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Your name: \_\_\_\_\_

Your signature: \_\_\_\_\_

Student name: \_\_\_\_\_

~~~~~I WELCOME FAMILY COLLABORATION~~~~~

1/3/06

607-272-8742

If you would like this letter translated or read to you over the phone, please let me know and I will arrange to do this for you.

Dear Families,

Welcome to the beginning of a new year! In social studies class we are focusing on the Colonial Period of American History. This unit began just before break, and will last through next week. This unit will end with a test on Friday, January 13th, and I will be teaching a lesson on how to study for a test on Tuesday, January 10th.

If your child stays up to date on the assignments for this unit, she/he should find the test to be a reasonable and manageable challenge. Students have recently turned in a set of answers to 30 questions from the Rebels Against Slavery book, and are currently completing a three-page map assignment, which is due Wednesday. In class this week, they will be taking notes about the New England, Middle, and Southern Colonies. Along with this work is the bi-weekly reading/essay assignment. The reading for this essay is from page 92 – 112 in the textbook, and it is due on Monday, January 9th or Tuesday, January 10th.

I am trying to bring in as many perspectives as possible for this unit, and I welcome any suggestions that you may have about materials that could be used. For instance, I have been using an excellent book, Rebels Against Slavery, to teach about the creation of the system of enslavement in North America, as well as the continued active resistance to that system. Along with this book and the American Nation text, I am also using excerpts from a book entitled American Women, by Doreen Rappaport, to show how women were clearly demanding to be included in the decision-making process during the colonial period in American History. If you have any resources that provide insight into other aspects of this history, I would be grateful to hear of them.

Please feel free to come in and observe our class anytime. Just sign in at the office and they will send you to my room (A108). You do not need to let me know ahead of time. You may contact me by leaving a message on my home phone (before 8:30), school voice mail ext. 2125, or by sending in a note. I will call you back promptly. If you do send in a note, please ask your daughter/son to have me sign it, so that you know I have seen it. As always, I appreciate your support and input. Working together with you to help your children be successful is important to me.

Sincerely,

Barry Derfel

Please sign and return the bottom section.

Your name: _____

Your signature: _____

Student name: _____

Organizations in Tompkins County Working for Racial/Social Justice

Please contact organizations directly to find out how you can get involved

ACTION: (Activists Committed To Interrupting Oppression Now): Dealing with Ithaca City School District inequity issues for students of color, low-income students, and students with disabilities. Advocates for the hiring & retention of staff of color. (607) 272-3622; (607) 272-2292 ext. 135.

CUSLAR: (Committee on U.S.—Latin American Relations): Promotes cultural & political awareness of the relationship between Latin America & the U.S. (607) 255-7293; www.cuslar.org

Diversity Consortium of Tompkins County: Networking to improve diversity in the workplace. (607) 255-8305; diversityconsortium.org

GIAC (Greater Ithaca Activities Center): Dedicated to improving the quality of life for underrepresented & disenfranchised populations and fighting against oppression & intimidation in our community. (607) 272-3622; giacmain@cityofithaca.org

Ithaca Asian American Association: Promotes, educates, & celebrates Asian & Asian-American heritage & cultures while upholding the rights of all Asian-Americans (17% of Ithaca's population). (607) 257-3207; ithacaaa.org

Immigrant Rights & Workers' Center: Standing up with all people treated unfairly at work or faced with critical poverty, racial, housing, health care or other social & economic issues. (607) 269-0409; tcworkerscenter.org

Ithaca Youth Bureau: Provides a wide variety of recreation programs & youth services to promote health, happiness, and well-being and is committed to recruiting a diverse workforce and providing a respectful, inclusive environment. (607) 273-8364; iyb@cityofithaca.org

Latino/a Civic Association: Empowering Latina/o residents and providing a vehicle for social, cultural, educational, & civic expression. (607) 277-8699; latinocivicassociationtc.org

Multicultural Resource Center: Provides information, diversity workshops, collaborations, resources, & cultural celebrations to increase awareness of the variety of cultural identities in Ithaca. (607) 272-2292; multicultural-resource.org

O.A.R. (Opportunities, Alternatives, & Resources): Offers bail loans for pre-trial detainees; provides assistance to county jail inmates with their relationships outside the jail. O.A. R. offers ex-inmates resources for the transition out of jail. (607) 272-7885; oartompkins.org

Re-evaluation Counseling (RC): Supports people to free their intelligence from imposed hurts (racism in particular), form deep & diverse relationships, and take & sustain social change leadership. <http://rc.org/uer/index.html>

Southside Community Center (SSCC): Empowers & develops self-pride among African-Americans. SSCC is a resource for education, recreation, and political & social awareness for all. (607) 273-4190; sscc-ithaca.org

STAMP (Southern Tier Advocacy & Mitigation Project): Contradicts criminalization, challenges New York State's over-reliance on incarceration, & promotes self-respect, empowerment, leadership, & self-determination of youth of color. (607) 277-2121; stamp-cny.org

Tompkins County Human Rights Commission: Free support with rights, disputes, and alleged violations of anti-discrimination laws. (607) 277-4080; humanrights@tompkins-co.org

Village at Ithaca: Works for equity in the Ithaca City School District. Focusing on eliminating race, class, & disability as predictors of student success. (607) 256-0780; villageatithaca.org

Whole Community Project (WCP): Promoting a healthy, socially just, diverse, & inclusive community for all of us. Community-driven initiatives include *Gardens for Humanity* and many others. WCP is a project of CCE Tompkins. Jemila Sequeira, (607) 272-2292; es538@cornell.edu

Our local high schools have groups too!

- **LACS (274-2183):** Asian Students Club, Ending Cycles of Oppression Committee, Students & Staff for Equity, and The Diversity Focus Group.
- **IHS (274-2164):** The Circle of Recovery, Asian American Club, Sistah's Time, SPIRIT, and The African Latino Club.

This list was created in 2007 and is non-exhaustive. Provided by Liz field, MRC.

Save the Last Word for ME

Developed by Patricia Averette

Purpose

To clarify and deepen our thinking about articles we read.

Roles

Timekeeper/facilitator who both participates and keeps the process moving.
The process is designed to build on each other's thinking, and not to enter into a dialogue.
Participants may decide to have an open dialogue about the text at the end of the 30 minutes.
Timing is important; each round should last approximately 7 minutes.

Total Time

Approximately 30 minutes

Protocol

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the article, and highlights that passage.
3. When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person (the *presenter*) says nothing about why s/he chose that particular passage.
4. The group should pause for a moment to consider the passage before moving to the next step.
5. The other 3 participants each have 1 minute to respond to the passage—saying what it makes them think about, what questions it raises for them, etc.
6. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to—or build on—what s/he heard from his/her colleagues.
7. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”
8. Optional open dialogue about the text and the ideas and questions raised during the first part of the protocol.
9. Debrief the experience. How was this a useful way to explore the ideas in the text and to explore your own thinking?

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Inventions for Everyday Living: Featuring African-American Inventors, by Mayra Sanchez-Farley

| Subject | Grade | Time Length | Author |
|------------------------------|-------|-------------|---------|
| Social Studies/Language Arts | 5 | | mfarley |
| | | | |

Lesson Description (*Rather than a single lesson, this is really more of a unit.*)

Students will research African-American Inventors and Engineers, prepare a poster of the inventor/engineer and his/her invention, and make a presentation of his/her project.

“The history books, which have almost completely ignored the contribution of the Negro in American history, have only served to intensify the Negroes’ sense of worthlessness and to augment the anachronistic doctrine of white supremacy. All too many Negroes and whites are unaware of the fact that the first African-American to shed blood in the revolution which freed this country from British oppression was a black seaman named Crispus Attucks. Negroes and whites are almost totally oblivious of the fact that it was a Negro physician, Dr. Daniel Hale Williams.....” “History books have virtually overlooked the many Negro scientists and inventors who have enriched American life” (pgs. 42 – 43).

Suggestions:

- This Unit can begin as a discussion of inventions after our FOSS Levers & Pulleys science unit.
- This Unit can begin with a discussion on objects we use everyday and how would we function without them?
- This Unit may begin with the quote “Necessity is the mother of Invention”. As many African-Americans performed many “labor intensive” work, “simple” machines were invented to make their work “easier”.

Major Understanding

- Many things we use everyday were invented by African-Americans.
- Our lives would be less rich without these contributions.
- African-American History is important for all of us to learn
- African-American History is American History

Essential Questions

- Why do we need to learn about African-American inventions?
- What impact have African inventors had on our everyday functions?
- Why did some African -American inventors not receive recognition for their work?
- How is African-American History American History?

Skills

- Students will use books, encyclopedias, and internet browsing skills to research information.
- Students will evaluate and analyze data for presentation.
- Students will use public speaking strategies to inform an audience

Vocabulary

Invention, patent, commodities, etc. (individual extended vocabulary for each invention/inventor)

Assessment

Students will be evaluated using a rubric. (See attached.) Research information (content), poster presentation, and speaking skills will be graded.

Procedure

After discussion of inventions and the need to make work easier and more efficient, or of suggestion “c” above, lead the class in brainstorming everyday tools and machines that make our lives easier or more efficient (i.e. refrigeration, food transportation -how we get all kinds of food to market, washing machines, indoor heating, etc.).

Lead them to uncover how most of us know very little about how these commodities became part of our lives. Build excitement and let students know that the class is going to explore some of these ideas/inventions.

Introduce a second idea:

- In honor of African-American History Month (if in Feb.) we are going to research African-American inventors and inventions.

Or

- We are going to explore inventions/contributions of African-American inventors and how these inventions influence our lives today.

This is a good time to read the quote from Dr. King’s book (pgs. 42 – 43). Discuss the quote; how it is important to learn about contributions of all Americans. How historically African-Americans have been excluded from the history books, or not given credit for their contributions. How African-Americans have worked alongside many popular inventors, in many fields, or worked for well-known companies. As students research, they will find out key facts and have the opportunity to deepen these understandings. They will discover that: many African - Americans hold patents; that many still were unable to sell their ideas and had European-American friends who would sell their ideas and get patents for them.

Introduce the research and assessment procedures and the rubric.

Technology Integration

- Students will use given internet sites to browse through and acquire information.
- Pictures of student posters will be posted to the MLK wiki.

Culturally Affirming Components

- Students will learn about and appreciate the contributions of African-American inventors and engineers.
- Students will consider how the contributions of African-Americans impact all Americans in important ways.

Special Needs Accommodation

Some students may need assistance reading information. Students may be partnered or work in small group on one inventor with several patents, each student working on one invention. The ideas behind the activities will be discussed so that all will understand the project and process. The quote by Dr. King will also be read aloud to support all students (especially auditory learners).

Resources

Students will need to have access to computers with internet access, as well as print materials which provide information about specific inventors listed.

NYS Standards

Social Studies

Supporting Materials

Supporting Web Sites

<http://www.prattlibrary.org/> ----- when you get there, search for African-American inventors

<http://nmaahc.si.edu/>

http://anacostia.si.edu/exhibits/Past_Exhibitions/real_mccoy/mccoy.htm

<http://invention.smithsonian.org/centerpieces/ilives/>

http://www.si.edu/Encyclopedia_SI/History_and_Culture/AfricanAmerican_History.htm

http://www.inventionatplay.org/inventors_joy.html

<http://www.Scholastic.com> -----search for African-American inventors

Project Expecataions

Name _____

Your project should include a poster with:

1. a picture of your inventor(if available)
2. a short essay about the invention.
3. A paragraph about the inventor's life (at least 12 sentences)
4. Draw a diagram of your invention and label it. (can be a photocopy)
5. Make a chart comparing the world before and after your invention.
6. Write a paragraph (use a picture if you can) telling how your invention has changed from when it was first introduced.

***You should be prepared to present your research to the entire class.

Grading Rubric (Evaluation/Assessment)

Scale of 1 - 4 -- Similar to PEEL Writing and Reading Assessments; 20 points possible; figure the percentage of each person's total

Categories to Evaluate:

Poster: appearance, neatness, completion (pics., essays, etc)

Oral Presentation: voice & presence; attention to audience

Essays: Inventor, Invention; how well written

Facts: Dates, knowledge of invention

Diagrams & Pictures

Student Handout

Inventor's Name _____

Invention _____

Date Due _____

Suggested websites:

<http://www.prattlibrary.org/> ----- when you get there, search for African-American inventors

<http://nmaahc.si.edu/>

http://anacostia.si.edu/exhibits/Past_Exhibitions/real_mccoy/mccoy.htm

<http://invention.smithsonian.org/centerpieces/ilives/>

http://www.si.edu/Encyclopedia_SI/History_and_Culture/AfricanAmerican_History.htm

http://www.inventionatplay.org/inventors_joy.html

<http://www.Scholastic.com> -----search for African-American inventors

You may also “Google” your inventor; use websites w/edu, org.; you may use other websites for clarification, diagrams, etc.

Some Inventors to consider

| | |
|--|---|
| James McLurkin | Robotics |
| Benjamin Banneker | Farmers' Almanac, Clock, etc. |
| Henry Blair | Seed planter & Harvester |
| Bessie Blount | Physical therapist; gadgets for feeding the injured, etc. |
| Mark Dean | Computer patents |
| Frederick Jones | Truck refrigeration; movie projector |
| Alice Parker | Heating Furnace 1919 (not much information) |
| Dr. Daniel Hale Williams | Open Heart Surgery; |
| Clatonia Joaquin Dorticus | Photo printing method, equipment |
| Isaac O. Johnson | Folding bicycle (frame) |
| George W. Carver | Peanut uses |
| Lewis Latimer | Lightbulb filament, locking racks for coats, etc. |
| Sarah Goode | Cabinet bed, desk |
| Jan Ernst Matzeliger | Shoe making machine |
| Granville T. Woods | Boiler furnace, air brakes, railways, etc. |
| Garrett Morgan | Traffic light, etc. |
| Otis Boykin | Resistor for tv, radio, computers |
| Dr. Patricia E. Bath | Ophthalmologist; cataract surgery |
| Lonnie G. Johnson | Rechargeable battery; supersoaker water gun |
| Marc Auguste | Change (\$) organizer |
| Dr. Charles Drew | Storing of blood plasma; blood bank |
| Henry Pickett | Scaffolds (1874) |
| Thomas Elkins | Chamber Commode (1872) |
| Frank J. Ferrell | Apparatus for melting snow, different types of valves |
| Albert L. Brown | Home security system w/tv surveillance (1969) |
| Marie Van Brittan Brown w/ Albert L. Brown | |

Other inventors on the sites suggested.

Everyday Mathematics - Big Numbers and the Census, by Lisa Sahasrabudhe

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Mathematics | 5 | 45-50 minutes | lsahasra |

Lesson Description

This lesson can be used in place of Fifth Grade Everyday Mathematics lesson 2.10 (Big Numbers) or Everyday Mathematics lesson (census) lesson 4.3. Or, of course, it can be used as a stand alone lesson. Students will look at a table of census information to better understand Dr. King's Quote from *Where Do We Go From Here: Chaos or Community?* “In the treatment of poverty nationally, one fact stands out: there are twice as many white poor as Negro poor in the United States” (pg. 170), and “the solution to poverty is to abolish it directly by a now widely discussed measure: the guaranteed income” (pg. 171).

Major Understanding

- The census is an important way to get information about our community
- Data can be used to understand and examine social conditions in our own community
- Data can be used to make changes within our own community

Essential Questions

- How can census information be used to make comparisons between groups of people?
- How can census information help us to make changes within our own community?
- How does census information impact our lives?
- How can census information be manipulated to suit our needs?

Skills

- Read and write large numbers.
- Evaluate exact numbers versus estimates for population data.
- Use table data to answer questions and understand census information.
- Use census information to make changes in our community

Vocabulary

Estimate, poverty, income, guaranteed income, data, population

Assessment

- Teacher will evaluate students' ability to interpret large numbers by their individual answers to questions.
- Teacher will evaluate students' ability to analyze data and make generalizations based on that analysis.
- Students will create a pie graph based on data they find in the table.
- Students will make predictions about economics in Tompkins County

Procedure

Morning message asks children to look at table of “People and Families in Poverty” and find the biggest number they can (note: teachers need to recognize that the table shows numbers in thousands, ie: total people in US is 298,699 which should be read as 298,699,000). *See attached.

Children should recognize that the biggest number will be the total population for the US. 298,699, 000

Discuss the census, reasons for collecting the data, and ways the data is used. Remind students that 2010 is a census year, and that the census is taken every 10 years. Ask: why do you think the census is taken every 10 years?

Lead students through analysis of the table so they begin to make comparisons between real data and Dr. King's quote. Ask questions similar to the following:

- How do we define wealth?
- How do we define poverty?

(Students need to be taught that these definitions are based on income levels reported in the census.)

- How many people in the United States live in poverty?
- How many people in the US live in wealth?
- What percentage of people live in poverty?
- What percentage of people live in wealth?
- How many Black people live in poverty?
- How many Black people live in wealth?
- How many white people live in poverty?
- How many White people live in wealth?
- What percentage of Black people live in poverty?
- What percentage of Black people live in wealth?
- What percent age of White people live in poverty?
- What percentage of White people live in wealth?
- Which numbers are greater? Why?

If your class is ready, lead them towards beginning to understand disproportionality. Ask the question: Why is the percentage of Black people living in poverty larger than the percentage of white people living in poverty if there is a bigger number of white people living in poverty? Not all children will be ready to understand this concept. This can be further explored with later lessons and activities.

Ask concluding question: Given this information about our nation, what could we predict about Tompkins Co. and what could be done about what we've predicted?

Children will brainstorm ideas which will be posted to the wiki. Classes will be able to share ideas and maybe join together to take action.

Technology Integration

- Census data can be displayed using the links instead of making individual copies.
- Students will post predictions on the ICSD MLK Wiki.
- Technology can be used to access key data relevant to our lives.

Culturally Affirming Components

- Students will articulate actions they can take to improve the quality of their lives.
- Students will explore both families living in wealth and in poverty, and the implications of these findings.

Special Needs Accommodation

Give students highlighters to highlight important numbers as the discussion progresses. Display table on the overhead as well as distributing individual copies. Post vocabulary words and meanings on a word wall. Read the quotes from Dr. King aloud.

Resources

Where Do We Go From Here: Chaos or Community? Martin Luther King Jr.

Income, Poverty, and Health Insurance Coverage in the United States: 2008; US Department of Commerce, US Census Bureau

NYS Standards

Math 2005

Work in collaboration with others to solve problems (5-5)

Increase their use of mathematical vocabulary and language when communicating with others (5-5)

Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale (5-5)

Apply mathematics to problem situations that develop outside of mathematics (5-5)

Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations (5-5)

Students will compute accurately and make reasonable estimates. (5-5)

Students will collect, organize, display, and analyze data. (5-5)

Students will make predictions that are based upon data analysis. (5-5)

Supporting Materials

p60-236.pdf

Supporting Web Sites

<http://www.livingwage.geog.psu.edu/counties/36109>

<http://icsdmlkhome.wikispaces.com/>

Table 4.

People and Families in Poverty by Selected Characteristics: 2007 and 2008(Numbers in thousands, confidence intervals [C.I.] in thousands or percentage points as appropriate. People as of March of the following year. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/apsd/techdoc/cps/cpsmar09.pdf)

| Characteristic | 2007 | | | | | 2008 | | | | | Change in poverty
(2008 less 2007) ² | |
|---|---------|---------------|----------------------------------|--------------|-------|---------------|----------------------------------|--------------|--------|------------|--|------|
| | Total | Below poverty | | | Total | Below poverty | | | Number | Percentage | | |
| | | Number | 90 percent C.I. ¹ (±) | Per-cent-age | | Number | 90 percent C.I. ¹ (±) | Per-cent-age | | Number | Percentage | |
| PEOPLE | | | | | | | | | | | | |
| Total | 298,699 | 37,276 | 682 | 12.5 | 0.2 | 301,041 | 39,829 | 701 | 13.2 | 0.2 | *2,553 | *0.8 |
| Family Status | | | | | | | | | | | | |
| In families | 245,443 | 26,509 | 587 | 10.8 | 0.2 | 248,301 | 28,564 | 607 | 11.5 | 0.2 | *2,055 | *0.7 |
| Householder | 77,908 | 7,623 | 184 | 9.8 | 0.2 | 78,874 | 8,147 | 192 | 10.3 | 0.2 | *525 | *0.5 |
| Related children under 18 | 72,792 | 12,802 | 345 | 17.6 | 0.5 | 72,980 | 13,507 | 353 | 18.5 | 0.5 | *705 | *0.9 |
| Related children under 6 | 24,543 | 5,101 | 227 | 20.8 | 0.9 | 24,884 | 5,295 | 231 | 21.3 | 0.9 | 194 | 0.5 |
| In unrelated subfamilies | 1,516 | 577 | 91 | 38.1 | 4.7 | 1,207 | 555 | 89 | 46.0 | 5.4 | -22 | *7.9 |
| Reference person | 609 | 222 | 56 | 36.5 | 7.4 | 452 | 207 | 54 | 45.7 | 8.9 | -15 | *9.2 |
| Children under 18 | 819 | 332 | 60 | 40.5 | 5.7 | 712 | 341 | 61 | 47.8 | 6.2 | 9 | *7.3 |
| Unrelated individuals | 51,740 | 10,189 | 221 | 19.7 | 0.3 | 51,534 | 10,710 | 228 | 20.8 | 0.3 | *521 | *1.1 |
| Male | 25,447 | 4,348 | 131 | 17.1 | 0.4 | 25,240 | 4,759 | 139 | 18.9 | 0.5 | *411 | *1.8 |
| Female | 26,293 | 5,841 | 156 | 22.2 | 0.5 | 26,293 | 5,951 | 158 | 22.6 | 0.5 | 110 | 0.4 |
| Race³ and Hispanic Origin | | | | | | | | | | | | |
| White | 239,133 | 25,120 | 573 | 10.5 | 0.2 | 240,548 | 26,990 | 592 | 11.2 | 0.2 | *1,870 | *0.7 |
| White, not Hispanic | 196,583 | 16,032 | 465 | 8.2 | 0.2 | 196,940 | 17,024 | 479 | 8.6 | 0.2 | *992 | *0.5 |
| Black | 37,665 | 9,237 | 334 | 24.5 | 0.8 | 37,966 | 9,379 | 337 | 24.7 | 0.8 | 142 | 0.2 |
| Asian | 13,257 | 1,349 | 135 | 10.2 | 1.0 | 13,310 | 1,576 | 145 | 11.8 | 1.1 | *227 | *1.7 |
| Hispanic (any race) | 45,933 | 9,890 | 333 | 21.5 | 0.7 | 47,398 | 10,987 | 348 | 23.2 | 0.7 | *1,097 | *1.6 |
| Age | | | | | | | | | | | | |
| Under 18 years | 73,996 | 13,324 | 350 | 18.0 | 0.5 | 74,068 | 14,068 | 359 | 19.0 | 0.5 | *744 | *1.0 |
| 18 to 64 years | 187,913 | 20,396 | 516 | 10.9 | 0.3 | 189,185 | 22,105 | 536 | 11.7 | 0.3 | *1,709 | *0.8 |
| 65 years and older | 36,790 | 3,556 | 132 | 9.7 | 0.4 | 37,788 | 3,656 | 134 | 9.7 | 0.4 | 100 | - |
| Nativity | | | | | | | | | | | | |
| Native born | 261,456 | 31,126 | 631 | 11.9 | 0.2 | 264,314 | 33,293 | 650 | 12.6 | 0.2 | *2,167 | *0.7 |
| Foreign born | 37,243 | 6,150 | 335 | 16.5 | 0.8 | 36,727 | 6,536 | 345 | 17.8 | 0.9 | *386 | *1.3 |
| Naturalized citizen | 15,050 | 1,426 | 162 | 9.5 | 1.0 | 15,470 | 1,577 | 171 | 10.2 | 1.0 | 151 | 0.7 |
| Not a citizen | 22,193 | 4,724 | 294 | 21.3 | 1.2 | 21,257 | 4,959 | 301 | 23.3 | 1.3 | 235 | *2.0 |
| Region | | | | | | | | | | | | |
| Northeast | 53,952 | 6,166 | 286 | 11.4 | 0.5 | 54,123 | 6,295 | 292 | 11.6 | 0.5 | 130 | 0.2 |
| Midwest | 65,403 | 7,237 | 308 | 11.1 | 0.5 | 65,589 | 8,120 | 319 | 12.4 | 0.5 | *883 | *1.3 |
| South | 109,545 | 15,501 | 453 | 14.2 | 0.4 | 110,666 | 15,862 | 458 | 14.3 | 0.4 | 361 | 0.2 |
| West | 69,799 | 8,372 | 340 | 12.0 | 0.5 | 70,663 | 9,552 | 360 | 13.5 | 0.5 | *1,180 | *1.5 |
| Metropolitan Status | | | | | | | | | | | | |
| Inside metropolitan statistical areas | 251,023 | 29,921 | 620 | 11.9 | 0.2 | 253,048 | 32,570 | 643 | 12.9 | 0.3 | *2,649 | *1.0 |
| Inside principal cities | 96,731 | 15,983 | 465 | 16.5 | 0.5 | 97,217 | 17,222 | 481 | 17.7 | 0.5 | *1,240 | *1.2 |
| Outside principal cities | 154,292 | 13,938 | 436 | 9.0 | 0.3 | 155,831 | 15,348 | 456 | 9.8 | 0.3 | *1,410 | *0.8 |
| Outside metropolitan statistical areas ⁴ | 47,676 | 7,355 | 392 | 15.4 | 0.8 | 47,993 | 7,259 | 390 | 15.1 | 0.8 | -96 | -0.3 |
| Work Experience | | | | | | | | | | | | |
| Total, 16 years and older | 233,885 | 25,297 | 569 | 10.8 | 0.2 | 236,024 | 27,216 | 587 | 11.5 | 0.2 | *1,919 | *0.7 |
| All workers | 158,468 | 9,089 | 354 | 5.7 | 0.2 | 158,317 | 10,085 | 372 | 6.4 | 0.2 | *996 | *0.6 |
| Worked full-time, year-round | 108,617 | 2,768 | 198 | 2.5 | 0.2 | 104,023 | 2,754 | 197 | 2.6 | 0.2 | -14 | 0.1 |
| Not full-time, year-round | 49,851 | 6,320 | 297 | 12.7 | 0.6 | 54,294 | 7,331 | 319 | 13.5 | 0.6 | *1,011 | *0.8 |
| Did not work at least one week | 75,417 | 16,208 | 465 | 21.5 | 0.6 | 77,707 | 17,131 | 477 | 22.0 | 0.6 | *923 | 0.6 |
| FAMILIES | | | | | | | | | | | | |
| Total | 77,908 | 7,623 | 184 | 9.8 | 0.2 | 78,874 | 8,147 | 192 | 10.3 | 0.2 | *525 | *0.5 |
| Type of Family | | | | | | | | | | | | |
| Married-couple | 58,395 | 2,849 | 104 | 4.9 | 0.2 | 59,137 | 3,261 | 112 | 5.5 | 0.2 | *412 | *0.6 |
| Female householder, no husband present | 14,411 | 4,078 | 127 | 28.3 | 1.0 | 14,482 | 4,163 | 128 | 28.7 | 1.0 | 85 | 0.4 |
| Male householder, no wife present | 5,103 | 696 | 49 | 13.6 | 1.0 | 5,255 | 723 | 50 | 13.8 | 1.0 | 27 | 0.1 |

- Represents or rounds to zero.

* Statistically different from zero at the 90 percent confidence level.

¹ A 90 percent confidence interval is a measure of an estimate's variability. The larger the confidence interval in relation to the size of the estimate, the less reliable the estimate. For more information, see "Standard Errors and Their Use" at www.census.gov/hhes/www/p60_236sa.pdf.² Details may not sum to totals because of rounding.³ Federal surveys now give respondents the option of reporting more than one race. Therefore, two basic ways of defining a race group are possible. A group such as Asian may be defined as those who reported Asian and no other race (the race-alone or single-race concept) or as those who reported Asian regardless of whether they also reported another race (the race-alone-or-in-combination concept). This table shows data using the first approach (race alone). The use of the single-race population does not imply that it is the preferred method of presenting or analyzing data. The Census Bureau uses a variety of approaches. Information on people who reported more than one race, such as White and American Indian and Alaska Native or Asian and Black or African American, is available from Census 2000 through American FactFinder. About 2.6 percent of people reported more than one race in Census 2000. Data for American Indians and Alaska Natives, Native Hawaiians and Other Pacific Islanders, and those reporting two or more races are not shown separately.⁴ The "Outside metropolitan statistical areas" category includes both micropolitan statistical areas and territory outside of metropolitan and micropolitan statistical areas. For more information, see "About Metropolitan and Micropolitan Statistical Areas" at www.census.gov/population/www/estimates/aboutmetro.html.

Source: U.S. Census Bureau, Current Population Survey, 2008 and 2009 Annual Social and Economic Supplements.

Give it All You Got, by Danielle Rottenstein

| Subject | Grade | Time Length | Author |
|-----------------------|--------------|--------------------|---------------|
| English Language Arts | 5 | 30min | drottens |

Lesson Description

Launching a themed ELA Unit based on the Houghton Mifflin reading program: *Theme two*, “Give it all you got”. Students will talk about what this quote could mean and how this theme could relate to Dr. King's words “The line to progress is never straight” (pg. 12).

Major Understanding

- Working towards a goal is not always easy.
- Sometimes to move forward to achieve a goal can feel frustrating and does not always feel like it is working.
- The only way anything can be achieved is to try one's best.
- All people have goals and they can all be different.
- A commonality is that no matter how large or small, moving forward to reach the goal will take effort.

Essential Questions

- What does it mean to “Give it all you got”?
- How can this quote be related to Dr. King's words “The road to progress is never straight”?

Skills

Analyze pictures that can relate to the theme “Give it all you got” Relate the theme to Dr. King's Quote

Vocabulary

Progress, achieve, goal, determined, ambition

Assessment

- Students will write a paragraph and draw an illustration related to a time in their lives when they had to “Give it all they got.”
- Students will choose an independent reading book related to the theme that is at their independent reading level.

Procedure

Teacher will display various pictures of people doing a variety of things (Running, surviving in a time of hardship, playing sports, studying, dancing, singing). Teacher will ask what these pictures have in common and write down responses on chart paper.

Teacher will then write down the quote “Give it all you got” and ask students to describe what it means. After a brief conversation, the teacher will share the quote “The line to progress is never straight”. The teacher will then identify who wrote this quote, and where it is found. There will be a group discussion about what this quote could mean and how it can relate to the theme. Teacher will then ask students if they have ever wanted to achieve something and had to “Give it all they had.”

The teacher will create a chart of student responses, which will be posted on the MLK wiki.

Technology Integration

- Students can look on Raz Kids for specific literature related to the theme.
- Chart of student responses will be posted to the MLK wiki.

Culturally Affirming Components

- All students will have an opportunity to articulate a time in their own lives when they “gave it all they got.”
- Provide access to specific literature covering many different cultures.
- Provide access to pictures representing people from all walks of life doing various activities towards achieving goals.

Special Needs Accommodation

- Charts support visual learners.
- Provide specific paper with a box and lines in it to draw the picture and write the paragraph.
- Pre-select specific books that will interest students and be at their reading level.

Resources

Houghton Mifflin Reading Theme Two

NYS Standards

Language Arts 2005

The reading competencies common to all four ELA standards that students demonstrate during grade 5 are (5-5)

Word Recognition (5-5)

Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words (5-5)

Background Knowledge and Vocabulary Development (5-5)

Learn grade-level vocabulary through both direct and indirect means (5-5)

Use prior knowledge and experience in order to understand ideas and vocabulary found in books (5-5)

Comprehension Strategies (5-5)

Make connections between text being read and own lives, the lives of others, and other texts read in the past (5-5)

Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text (5-5)

Motivation to Read (5-5)

The writing competencies common to all four ELA standards that students demonstrate during grade 5 are (5-5)

Spelling (5-5)

Handwriting (5-5)

Use legible print and/or cursive writing (5-5)

Composition (5-5)

Respond to writing prompts that follow listening to literary and informational texts (5-5)

Write on a wide range of topics (5-5)

Motivation to Write (5-5)

Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown (5-5)

The listening competencies common to all four ELA standards that students demonstrate during grade 5 are (5-5)

Listening (5-5)

Listen attentively for different purposes and for an extended period of time (5-5)

Listen respectfully, and without interrupting, when others speak (5-5)

Speaking (5-5)

Speak in response to the reading of a variety of texts (5-5)

Use appropriate and specific vocabulary to communicate ideas (5-5)

Include details that are relevant for the audience (5-5)

Communicate ideas in an organized and coherent manner (5-5)

Vary the formality of language according to the audience and purpose for speaking (5-5)

Respond respectfully to others (5-5)

Participate in group discussions on a variety of topics (5-5)

Offer feedback to others in a respectful and responsive manner (5-5)

Listening (5-6)

Speaking (5-6)

Use language and grammar appropriate to purpose for speaking (5-6)

Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (5-6)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

"I Have a Dream" Wordle, by Courtney Coffey

| Subject | Grade | Time Length | Author |
|----------------|-------|------------------------|---------|
| Social Studies | 4-6 | two 40-minute sessions | ccoffey |

Lesson Description

After listening to an excerpt from Dr. King's *Where Do We Go From Here: Chaos or Community?* And listening to Martin Luther King's famous "I Have a Dream" speech, students will identify the main themes in his speech. The class will then create a Wordle of his speech to see if the words he used matched their ideas of his themes.

Major Understanding

- Martin Luther King was a peaceful leader who dreamed of equity and justice in a time of racism and violence.
- Martin Luther King worked to create equality and justice for all people, including people without enough money and African-Americans.

Essential Questions

- What were Martin Luther King's main themes in his "I Have a Dream" speech?
- How does a "Dream" help us work for justice and equality?

Skills

Students will be able to:

- identify themes in the speech
- articulate their own dreams for a community that is more just

Vocabulary

Freedom, Negro, racism

Assessment

- Students will create a Venn diagram of their identified themes compared to those enlarged in the Wordle
- Students will create a Wordle which articulates their own dreams for a more just community

Procedure

1. The teacher will read an excerpt from page 46 in Martin Luther King's book *Where Do We Go From Here: Chaos or Community?*: "I had preached to them about my dream. I had lectured to them about the not too distant day when they would have freedom, 'all, here and now.'"
2. The teacher will ask if anyone knows what speech he is referring to in this quotation from the book.
3. The students will watch the 17 1/2 minute video of Dr. King's "I Have a Dream" speech linked at the bottom of this lesson. (http://www.YouTube.com/watch?v=PbUtL_0vAJk4).
4. Teacher will ask students, "How does a 'dream' help us work for justice and equality?" Students will write answers on the MLK wiki site discussion board.
5. The teacher will use chart paper to record students' brainstorm of themes from his speech.

6. Projected on a screen so the students can see, the teacher will create a Wordle from the speech (OR use the already-created Wordle document posted under "Supporting Files").
7. Students will create a Venn diagram of their identified themes compared to those enlarged in the Wordle.
8. Discuss some of the main themes which emerge.

Technology Integration

- Using the technology of Wordle.
- Watching the "I Have a Dream" speech video from the internet on a projector.
- The page of the "ICSD Participates in the MLK Community Build" Wiki for the school that the student goes to will be used for students to write on, and/or for teachers to display student work-samples.
- When asked "How does a 'dream' help us work for justice and equality?" students will write answers on the MLK wiki site discussion board.

Culturally Affirming Components

- Students will take action to improve the quality of their lives and the lives of people in their communities.
- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.

Special Needs Accommodation

- Students with special needs can have the Wordle in front of them at their seats so they can circle the biggest words and compare them to the chart paper posted on the board that the teacher and the class had brainstormed themes on

Resources

Martin Luther King's book *Where Do We Go From Here: Chaos or Community?*

NYS Standards

Social Studies 2005

Individuals and groups who helped to strengthen democracy in the United States (4-4)

The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it (4-4)

Those values, practices, and traditions that unite all Americans (4-4)

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages. (5-5)

Supporting Materials

MLK Wordle.png

Supporting Web Sites

speech video: http://www.YouTube.com/watch?v=PbUtL_0vAJkspeech

speech: <http://www.americanrhetoric.com/speeches/mlkihadream.htm>

Wordle website: <http://www.wordle.net/>



Build: What is power? by Danielle Rottenstein

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Social Studies | 5-8 | 50 | drottens |

Lesson Description

A group discussion about what students think the term *power* means, what the word represents to them, and how power influences their own lives. Students will then reflect on the power they have as individuals

Major Understanding

- "Power properly understood, is the ability to achieve purpose. It is the strength required to bring about social, political or economic change" (pg. 38).
- People use power for many different reasons.
- Power is not always equal.

Essential Questions

- What does the word power represent to you?
- Who holds power in your life?
- Do you feel you have power to make change happen in your daily life?
- How can you do this?

Skills

- Identify and demonstrate the meaning of the word *power*.
- Analyze and connect vocabulary to your life by correctly identifying where power resides in your life.

Vocabulary

Power, social, political, economic, purpose, change

Assessment

Students will write a summary of the power they have over their own lives and how they can bring about change with this power.

Procedure

Teacher will write the word *power* on the board and ask students to write or draw pictures that they associate with this term.

Students will then show their work and there will be a group discussion about the term power.

Teacher will read King's definition of power to students (see Major Understandings).

Technology Integration

Student pictures and/or descriptions will be posted to the wiki.

Culturally Affirming Components

- Students will more fully understand the uneven distribution of people that hold power over the student's life.
- Students will articulate aspects of their lives over which they have power and control.
- Students will articulate how they can bring about change with this power.

Special Needs Accommodation

- Visual aids of people expressing power through different relationships (.i.e.=parent/child, teacher/student, principal/teacher, coach/player).
- The option to write or draw supports multiple learning styles.
- Class discussion supports auditory and verbal learners.

Resources

Pg. 38 *Where Do We Go from Here: Chaos or Community?*

NYS Standards

Social Studies 2005

Different people living in the Western Hemisphere may view the same event or issue from different perspectives. (5-5)

The governments of the United States, Canada, and Latin American nations (5-5)

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law. (5-5)

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America. (5-5)

Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights. (5-5)

The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere. (5-5)

Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from: Civics Framework for the 1998 NAEP, p. 19) (5-5)

Different peoples may view the same event or issue from different perspectives. (6-6)

Governments of Eastern Hemisphere nations (6-6)

Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law. (6-6)

Governments change over time and place to meet the changing needs and wants of their people. (6-6)

The extent to which human rights are protected becomes a key issue in totalitarian societies. (6-6)

The Global Heritage of the American People Prior to 1500 (7-8)

To understand the geography of settlement patterns and the development of cultural patterns (7-8)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Using scale and proportions to figure out distance of *March Against Fear* 1966, by Lee Kaltman

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Mathematics | 6-7 | 1 - 2 days | lkaltman |

Lesson Description

Students will learn who James Meredith was and about the *March Against Fear* of 1966. After students reflect upon this they will look at a map and use the scale and a proportion to figure out distance that the protestors actually walked for the March against Fear. Students will then estimate how long they think it would take them to walk this amount of distance and explain how they got their answer.

Major Understanding

- Students will need to understand how to read a map, use a ruler, understand that scale is comparing two measurements, and write and solve a proportion.
- Students will learn that people in the Civil Rights Movement came together to help each other get through difficult times.

Essential Questions

- How can I look at a map and use the scale to find the actual distance?
- How is Math relevant to our daily lives?

Skills

- Students will learn how to find items on a map.
- Students will be able to measure distances on the map.
- Students will learn how to read the scale on a map.
- Students will be able to use the scale and create a proportion to find distance from Memphis Tennessee to Jackson Mississippi.

Vocabulary

Scale, Ratio, Proportion, relevant

Assessment

Students will get an answer of around 190 - 240 miles. For students who don't, provide re-teaching as needed. Once students get the answer, ask them to estimate how long it would take them to walk that distance? They must explain their answer. Lastly, in order for students to transfer their learning, have them figure out distance from Jackson Mississippi to Montgomery Alabama using map and scale. They may not use Mapquest.

Procedure

Part One:

Start lesson by giving students brief history of the Freedom March of 1966: In 1966 James Meredith decided to protest racism by marching from Memphis Tennessee to Jackson Mississippi. He started his quest alone, but Martin Luther King Jr. and another 15,000 protesters entered Jackson Mississippi for him.

Next, read page 23 from Martin Luther King Jr.'s *Where Do We Go From Here: Chaos or Community?*: "James Meredith has been shot!" It was about three o'clock in the afternoon on a Monday in June, 1966, and I was presiding over the regular staff meeting of the Southern Christian Leadership Conference in our Atlanta headquarters. When we heard that Meredith had been shot in the back only a day after he had begun his Freedom March through Mississippi, there was a momentary hush of anger and dismay throughout the room. Our horror was compounded by the fact that the early reports announced that Meredith was dead (pg. 23).

Show video of James Meredith: http://www.YouTube.com/watch?v=YB_kezlxv2w&feature=related or this video <http://www.YouTube.com/watch?v=Ob0N-KcTwWc&feature=related>.

After students watch video, have them reflect on what they saw and facilitate a discussion about what they saw. Ask students to propose reasons why Dr. King and 15,000 other people chose to finish the march for him.

Explain to them that James Meredith did not die, and that James Meredith is also the first African-American to enroll and graduate from University of Mississippi.

Students compare their answers to the mapquest answer.

Next, ask students to propose an estimate of how long it would take to walk that distance and explain their answer.

Finally, have students write (or discuss) an answer to 1 of the essential questions.

Part Two:

Start the *scale* lesson. Pass out worksheet of map (attached document). Have students figure out ratio of scale of map to actual distance; they will use a ruler to figure this out. Tell them to use the metric side of the ruler.

Next, have them measure the distance on the map from Memphis Tennessee to Jackson Mississippi. Once again, they should use the metric ruler for this. Once they have this information, they should set up a proportion to figure out the distance.

After they have finished, show them the program Mapquest on the computer and compute the distance for them.

Technology Integration

Watch one of the videos of James Meredith on YouTube.com:

http://www.YouTube.com/watch?v=YB_kezlxv2w&feature=related

<http://www.YouTube.com/watch?v=Ob0N-KcTwWc&feature=related>

Mapquest to find distance from Jackson, Mississippi to Memphis, Tennessee.

Culturally Affirming Components

Students will learn how others have taken action to improve the quality of their lives and the lives of people in their communities by learning about the *March Against Fear*.

Special Needs Accommodation

- All reading will be done aloud in class.
- All vocabulary will be broken down so all students can comprehend and participate.
- Students with accommodations for mathematics will have a modified assignment in regard to setting up the proportion and measuring the distance.
- Calculators will be offered if it is a student's accommodation.
- Extended time will be given if needed.

Resources

Martin Luther King Jr.'s *Where Do We Go From Here: Chaos or Community?*

Supporting Materials

MLKScale Lesson.doc

Supporting Web Sites

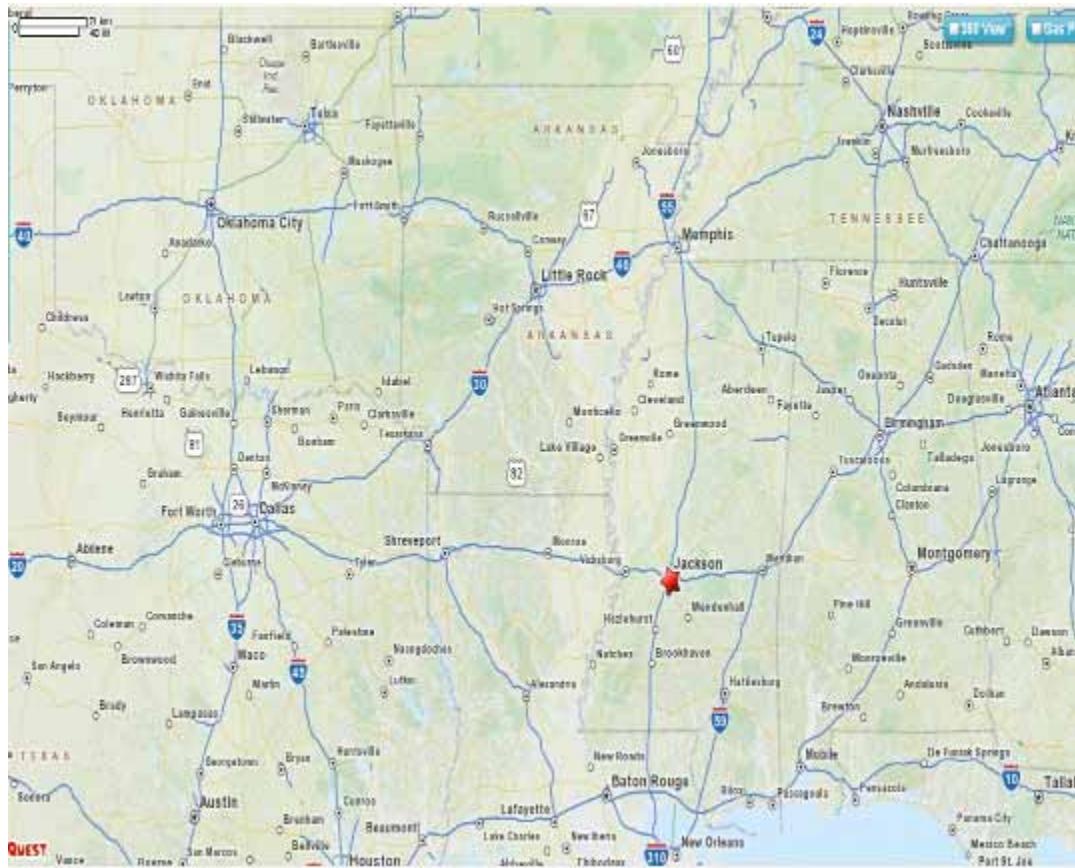
http://www.YouTube.com/watch?v=YB_kezlxv2w&feature=related

<http://www.YouTube.com/watch?v=Ob0N-KcTwWc&feature=related>

<http://www.mapquest.com>

Scale Lesson:

“March Against Fear 1966”



This is a Map of Tennessee and Mississippi.

First measure distance of scale. (Use metric system for more precise measures)

What is the ratio? _____

Next measure distance from Memphis to Jackson. (Use metric system for more precise measures)

Setup proportion to solve actual distance from Memphis to Jackson in miles:

Now Solve:

miles

How long do you think it would take you to walk from Memphis to Jackson. Explain why you chose that amount of time.

Use a proportion to find distance from Jackson to Montgomery, Alabama.

Uniqueness, Commonality, Unity, Power, by Mary Baker

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Other | 6-8 | 4-8 class sessions | mbaker |

Lesson Description

To increase awareness of personal uniqueness and that of others, recognizing both commonalities/similarities. Introducing elements and passages from Dr. Martin Luther King, Jr.'s *Where Do We Go From Here: Chaos or Community*.

Major Understanding

- Students will learn about personal uniqueness and commonalities/similarities among class or group members.
- Students will learn and recognize personal efforts/strengths and how these meld to realize “the power of a creative will.”

Essential Questions

- How can individual strengths and collaboration create a stronger and more meaningful learning environment?
- “We are tied in a single garment of destiny” (King, Martin Luther, Jr., 1967, pg. 54). - What does this mean to students and staff?

Skills

- Students will use new vocabulary.
- Discuss individual perspective.
- Listen to others' perspectives.
- Use *inspiration* program to enhance work and contribute to class project that weaves together collectively.

Vocabulary

Uniqueness, Commonalities, Similarities, Community, Unity, Power, Personal, Individual, Chaos

Assessment

- Students will produce a product generated from *inspiration* program and contribute to a collective project.
- Students will show they know the meaning of vocabulary words and by correctly using in discussion.
- Students will use listening skills and be able to present individual project.

Procedure

Activity is realized in stages:

1. Handout of *My Favorite Things*. Assist with spelling, listing of ideas by categories--student generated.
2. Review of MLK history (The teacher will use printed materials that attend to student level of understanding, as well as visual images). The teacher should gather materials which help answer the question: Who was Martin Luther King, Jr. and why is he an important figure in history and currently?
3. Introduction of *inspiration* program.
4. Conclude with individual project and collective project (students use the computer to express their ideas).

Technology Integration

- Use of *inspiration* program.
- Integrating graphic images and videos onto a Smart Board as part of the instructional delivery.
- Student work will be posted to the MLK wiki.

Culturally Affirming Components

- Creating a classroom community/atmosphere of comfort for all students where open dialogue and discussion happen.
- Each student will have an opportunity to reflect on how she/he is both unique and similar to others.

Special Needs Accommodation

- Extended time for students to work individually and as a group.
- Supportive staff.
- Extra support with spelling and writing.
- The *inspiration* program supports student who are strong visual learners/thinkers.

Resources

Where Do We Go From Here: Chaos or Community? King, Martin Luther, Jr., 1967.

Exercises for Enhancing Social Skills and Self-Esteem, Khalsa, SiriNam S.,1996.

Teaching Toward Solutions: Step-by-Step Strategies for Handling Academic, Behavior and Family Issues in the Classroom, Metcalf, Linda, 1997.

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

MLK Community Build

Lesson Plan

Quotes from: *Where Do We Go from Here: Chaos or Community?*

Our lives will be comparable to the Battle of Marengo—in the morning an obvious defeat, in the afternoon a resounding victory.

Reference to Langston Hughes poem “Mother to Son”

*Well, son, I'll tell you:
Life for me ain't been no crystal stair,
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's
And turnin' corners,
And sometimes goin' in the dark.
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard,
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.*

...courage and determination.

...organize strength into power. We must develop from a strength.... Collaboration is prudent.

...a final challenge...mindful of enlarging the whole society...

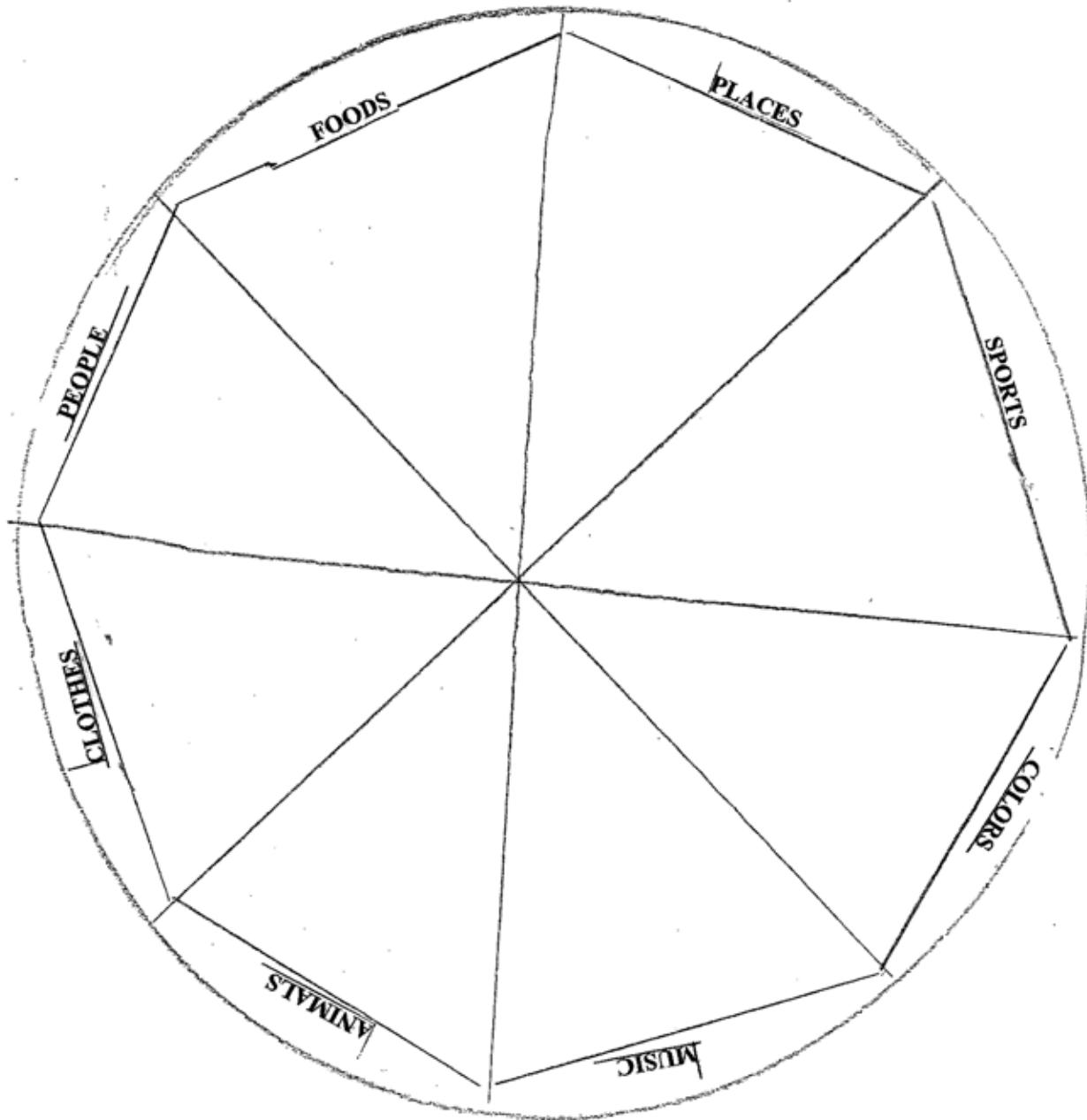
There is no deficit in human resources, the deficit is in human will.

We are tied in a single garment of destiny.

Mary Baker

MLK Lesson Plan

THESE ARE MY FAVORITE:



Exercise 14

My Favorite Things

Purpose:

1. To increase awareness of personal uniqueness with enjoyable experiences in one's life.
2. To promote group cohesion by identifying similar interests.

Materials:

Art board; scissors; glue; markers; variety of magazines; chalkboard or newsprint; tape.

Description:

- A. The group leader writes on a chalkboard or piece of newsprint: "These Are My Favorite: foods, sports, places, animals, people, colors, music, clothes... (and so on)." The leader then draws a large circle and divides it up into sections representing each "favorite thing" by labeling each section.
- B. Participants are asked to sit and work in small groups of four or five members. Each group will have magazines, scissors, glue, an art board, and markers. Instruct participants to draw their own circles and choose categories of "favorites things," labeling them into sections in the circle.
- C. The members are asked to cut out and glue pictures from magazines, or draw their own, representing their favorite things in sections of the circle.
- D. The completed collages are then displayed for discussion and appreciation.

Group Discussion:

- Members discuss their collages and explain why the things they have chosen are their favorites. They are asked if they would like to experience their "favorite things" more often.
- The group discusses what differences and similarities exist among different group members. The leader encourages members to be aware of similarities and supportive of differences by refraining from negative comments (e.g., I hate beets; they taste gross!).
- This exercise works well in early stages of group development to help members get acquainted with each other in a nonthreatening way.

Creating Possibilities Through Language

If in our world language plays a very central part in those activities that define and construct persons, the redescription of persons is called for.

—David Epston and Michael White (1990)

We describe our world with language. Problems to one person are not always problems to others because of the meanings attached to them. Because language plays such a central role in how we perceive ourselves and our behavior, redescribing situations can often lead to different perceptions and differing behaviors. It makes sense, then, that assisting students, teachers, and parents to see themselves as competent may require redescribing their concerns with a more solvable description. Ours is a problem-focused world, and most of us go through our days noticing primarily the obstacles placed in our way. For example, consider for a moment the worst situation you dealt with yesterday. Remember the details?

Now consider another situation—the best situation you encountered yesterday or the day before—one that you would like to repeat today or tomorrow. Slightly more difficult? Be assured that you are not alone in having difficulties remembering the times life worked. Now consider living your life in a new way, learning what worked and doing more of it.

Life's Little Experiences

Epston and White (1990) mention that people give meanings to their lives through the stories of their experiences. The description an individual gives in her storytelling is her unique reality, and that reality directs the way she lives life. Most of us seem to notice the tragedies in our stories.

From: *Counseling Toward Solutions*, by Linda Metcalf

Teaching Nonviolence: Stages of Mediation, by Karen Anagnos

| Subject | Grade | Time Length | Author |
|---------|-------|-------------|----------|
| Other | 6-8 | 1 session | kanagnos |

Lesson Description

This lesson teaches appropriate mediation skills to students in attempt to replace physical fights and aggressive behavior with nonviolent resolutions. In addition, students will make a connection between mediating conflict and the following quote from Dr. King's *Chaos or Community: Where Do We Go From Here?* "Pity is feeling sorry for someone; empathy is feeling sorry with something; Empathy is fellow feeling for the person in need - his pain, agony, and burdens" (pg. 107).

Major Understanding

Mediation is an opportunity for disagreeing students to communicate and work out a solution that satisfies both parties.

Essential Questions

- What makes a resolution effective?
- What makes a resolution enduring?

Skills

Communication, respect, active listening, understanding the mediation process, being truthful, maintaining confidentiality

Vocabulary

Mediation, Confidentiality, Active Listening, Resolution, Respect

Assessment

One week follow-up form for students

Procedure

This is an overview of the steps in the process. The teacher will need to determine for herself/himself how to teach the specific elements. For assistance, contact the author: kanagnos@icsd.k12.ny.us

1. Set Ground Rules (allow other person to talk without interrupting, no name calling, show respect, etc.)
2. Define the Problem (listen to both parties and then help define the issue)
3. Gather Information & Help Students Understand Each Other (ask each person to tell their story & ask the other to repeat back what they heard the other person say - helps to clarify understanding). As part of this process, share the following quote with students, and ask them to consider how it is related to what they are trying to do: "Pity is feeling sorry for someone; empathy is feeling sorry with something; Empathy is fellow feeling for the person in need - his pain, agony, and burdens" (pg. 107).
4. Help the students find a nonviolent solution (agreement from both sides on how the issue can be resolved without using physical/aggressive behavior - make sure the resolution is specific enough and balanced so both parties have responsibility in making it work). Questions to consider: Is the resolution specific enough? Does it tell when, where, how, and who? Is the resolution balanced? Do both students share responsibility for making it work? Can both students really do what is promised? Will the resolution solve the problem? Will the resolution solve the problem for the good?
5. Sign a Mediation Agreement & Wrap up (make note of the agreement and ask both parties to sign)

6. Follow-up (meet with both parties in 1-2 weeks to ask how things are going)

Technology Integration

None

Culturally Affirming Components

- Opportunity to listen and learn about differences in beliefs, backgrounds, and anger management styles.
- Learning to respect peers and learn about cultural difference through mediation.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

Teacher will need to work with both students in ways that support their unique learning styles.

Resources

See mediation form – attached.

Supporting Materials

Supporting Web Sites

NYS Standards

Health 1996

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (PK-6)

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. (PK-6)

Know some personal and social skills which contribute to individual safety (PK-6)

Students will understand and be able to manage their personal and community resources. (PK-6)

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities. (PK-6)

understand how culture contributes to individual family and community beliefs and practices affecting health (PK-6)

One Week Follow-Up Form

From Mediation

Recently, you were involved in a Mediation Session. Would you please help us evaluate how effective the mediation process worked by answering the following questions:
(Circle the appropriate answer)

1. Is everyone doing what was agreed to in mediation?
A. Yes – Everyone is keeping all terms of agreement
B. Yes – Everyone is keeping at least some terms of the agreement
C. No – Only I am keeping the agreement
D. No – Only one person is keeping the agreement
E. No – no one is keeping the agreement

2. Do you feel the original problem for which you came to mediation has been resolved?
A. YES B. NO C. Somewhat

3. As far as you know, was this agreement and what occurred in the mediation session kept confidential?
A. YES B. NO C. Somewhat

4. How did you learn about Mediation?
A. Administration B. Counselor C. Friend
D. Teacher E. Parent/Guardian F. Other

Pity versus Empathy, what is the difference? by Lee Kaltman

| Subject | Grade | Time Length | Author |
|-----------------------|-------|--|----------|
| English Language Arts | 6-8 | 2- 3 days (and then extend into other lessons) | lkaltman |
| | | | |

Lesson Description

This lesson will help students comprehend the meaning of empathy. It will introduce a passage from Martin Luther King Jr.'s *Where Do We Go From Here: Chaos or Community?* In the end, students will respond on the MLK Wiki with their reflections. This lesson can be carried forward to other lessons.

Major Understanding

- The student will learn the difference between the words pity and empathy.
- The student will be asked to reflect on something they pity and consider how they can empathize instead.
- Students will learn to think from another perspective.

Essential Questions

How can people empathize with each other if they do not share the same experiences?

Skills

- Students will learn and use new vocabulary.
- Students will compare and contrast the words.
- Students will write a reflection.

Vocabulary

Empathy, Pity

Assessment

Students will go to the MLK Community build wiki page for their school and post a reply to the post: How can people empathize with each other if they do not share the same experiences? Go to:
<http://icsdmlkhome.wikispaces.com/>

Procedure

As a warmup, ask students what they think pity means.

Then ask students to think about an example of something they pity. Have them share their answers with the class. This may create some discomfort in class so make sure the class is comfortable talking about this.

After all students have shared, read the following quote from "*Where Do We Go From Here: Chaos or Community?*" (page 107), "Pity is feeling sorry for someone; empathy is feeling sorry with someone. Empathy is fellow feeling for the person in need-his pain, agony and burdens. I doubt if the problems of our teeming ghettos will have a great chance to be solved until the white majority, through genuine empathy, comes to feel the ache and anguish of the Negroes' daily life."

Next, discuss with students the meaning of empathy. Then ask students to think of their example of pity and ask them how they can empathize with the situation instead. Be sure to explain to students how important it is to remember that although the lives of people of color were filled with anguish, they were also filled with great pride and joy.

Finally, ask students to go to the MLK Community build wiki page for their school and post a reply to the post: How can people empathize with each other if they do not share the same experiences? Have them go to:
<http://icsdmlkhome.wikispaces.com/>

Technology Integration

Use of Wiki: <http://icsdmlkhome.wikispaces.com/>

Culturally Affirming Components

- Discuss King's quote from Chaos or Community?
- Create a classroom atmosphere where people feel comfortable to discuss all issues.

Special Needs Accommodation

- All reading will be done aloud in class.
- All vocabulary will be broken down so all students can comprehend and participate.
- Students with accommodations for written tasks will have a modified assignment in regard to length and the amount of description provided in the post.
- Extended time will be given if needed.
- Vocabulary words will be posted on a word wall.

Resources

King Jr., ML. (1967). *Where Do We Go From Here: Chaos or Community?* Boston, MA: Beacon Press.

Supporting Materials

Supporting Web Sites

<http://mlkcommunitybuild.wikispaces.com/message/list/home>

<http://icsdmlkhome.wikispaces.com/>

NYS Standards

Language Arts 2005

Reading (5-6)

Identify purpose of reading (5-6)

Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary (5-6)

Listening (5-6)

Listen respectfully and responsively (5-6)

Identify own purpose for listening (5-6)

Respond respectfully (5-6)

Initiate communication with peers, teachers, and others in the school community (5-6)

Use facial expressions and gestures that enhance communication (5-6)

Use audible voice and pacing appropriate to content and audience (5-6)

Writing (5-6)

Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (5-6)

Use tone and language appropriate for audience and purpose (5-6)

The listening competencies common to all four ELA standards that students demonstrate during grade 6 are (6-6)

Listen attentively for different purposes, both student determined and teacher determined (6-6)

Speaking (6-6)

Respond respectfully to others, and offer feedback to others in a respectful and responsive manner (6-6)

Participate in group discussions on a range of topics and for a variety of purposes (6-6)

Composition (7-7)

Write on a wide range of topics, both student and teacher selected (7-7)

Write for a variety of purposes, with attention given to using the form of writing that best supports its purpose (7-7)

Write for a range of audiences, adjusting writing style and tone accordingly (7-7)

Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts (7-7)

Motivation to Write (7-7)

Publish writing in a variety of presentation or display media (7-7)

Motivation to Read (8-8)

Read voluntarily for a variety of personal and academic purposes (8-8)

Motivation to Write (8-8)

Publish writing in a variety of presentation or display media (8-8)

The listening competencies common to all four ELA standards that students demonstrate during grade 8 are (8-8)

Listening (8-8)

Respond appropriately to what is heard (8-8)

Listen with comprehension and respect when others speak (8-8)

Speaking (8-8)

Speak to share responses to a variety of texts and performances (8-8)

Respond respectfully to others (8-8)

Participate in group discussions on a range of topics and for a variety of purposes (8-8)

Economic Power as a factor affecting our health, by Susan Eschbach

| Subject | Grade | Time Length | Author |
|---------|-------|-------------|----------|
| Health | 7-8 | 2 x 39 min | seschbac |

Lesson Description

This 2 part lesson follows lessons about the wellness triangle and the factors that affect our health. It introduces and examines the concept of economic power and, through video, a story, mathematic calculations, definitions of poverty and economic power, and MLK Jr's quotes, the students examine the interconnections of these concepts. This lesson will be followed up with a review of the definitions and a closer look at how they can understand and share their own power at the 7th grade level.

Major Understanding

- There are four main factors that affect our health (heredity, behavior choices, environment, and economic power).
- Economic power is an overarching factor that influences all others.
- Each of us has access to some kind of power and can use it.

Essential Questions

- What is economic power?
- How does economic power affect our individual and community health?

Skills

Vocabulary development, mathematics calculations, inferences about economic power, analyzing quotes and paraphrasing.

Vocabulary

Power: Access to resources

Resources: ex. family members, inheritance, cash, land, home ownership, jobs, connections for jobs and schools, technology, influence on others such as people in positions of power or authority.

Poverty line: the amount of income the government determines is necessary to meet basic needs

Poverty: the condition of not having enough to meet your basic needs

Access: the ability to use...

Assessment

- Demonstrate understanding of the affects of poverty on the wellness triangle.
- Demonstrate understanding of the terms *economic power* and *resources* by using the cards correctly.
- Demonstrating an understanding of MLK quotes by the approximation of their restatement.

Procedure

Review Wellness triangle (social, physical, mental health) and that the four factors affect the triangle. Quick reminder of the first 3 factors. Show students video clip from Poverty USA website: 39.8 million Americans live below the poverty line. (1:8) Figure out 1:8 in class, grade, and school population.

Introduce vocabulary of *poverty* and *poverty line*. Share statistics from the Alliance to End Hunger website.

Students work on Story Sheet - - description of a single women with two kids, who works 42 hours a week on minimum wage jobs. The story reviews her finances. Students look for places she can cut costs; they tally the income and expenses, determining that she is in debt before the end of the month. They examine the creative use of resources she uses to take care of her family.

Ask: *what causes poverty? Are there stereotypes that we have about poverty? How would this situation affect our wellness triangle?*

Define economic power. Define resources. Using laminated cards students draw from basket, identify which kind of resource is represented by the examples on the cards. Ask, *what do you think Martin Luther King Junior might have to say about poverty? Did you know he fought against poverty?* Post quotes from pages 156, 165, 171, 174, 187, 188, 190, 191, 192/193, 196, 198, and 201/202 around the room. Students will visit the quotes and choose one that makes sense to them. They will then re-state in their own words and hang their own quote under Dr. King's words.

Group discussion will continue on the meaning of economic power and the role we may have in responding to it. *How does it affect our individual and community health? What positions of power do each of you hold as 7th graders... in family, clubs, class, teams, chores, responsibilities? How do you use it to help share some kind of power or resource with others?*

Technology Integration

- Use of video clip from Internet, using LCD projection.
- Student restatements of King's quotes will be posted to the MLK wiki.

Culturally Affirming Components

- Use of MLK as authority.
- Personalizing the material to their own lives.
- Discussion of single mom and minimum wage looks affirmingly at her resilience and creative use of resources.

Special Needs Accommodation

All students will have access to a calculator. Drawing a card activity can include pair decision making. The range of quotes available will include quotes at concrete and inferential levels.

Resources

Tour Poverty USA film clip from <http://www.usccb.org/cchd/povertyusa/>

Alliance to End Hunger: <http://www.alliancetoendhunger.org/>

King's *Where Do We Go From Here: Chaos or Community?*

NYS Standards

Health 1996

analyze the multiple influences which affect health decisions and behaviors. (7-8)

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (7-8)

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. (7-8)

demonstrate personal and social skills which enhance personal health and safety (7-8)

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities. (7-8)

demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (7-8)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Tour Poverty USA film clip from <http://www.usccb.org/cchd/povertyusa/>

Alliance to End Hunger: <http://www.alliancetoendhunger.org/>

Exploring racial, ethnic and cultural identity, by Catherine Gee

| Subject | Grade | Time Length | Author |
|---------|-------|---------------------|--------|
| Other | 6-8 | One to two sessions | cgee |

Lesson Description

The students will begin by reading a passage from *Where Do We Go From Here: Chaos and Community?* on page 54. They will then interview each other with the questionnaire from the Metropolitan Center for Urban Education: *Teaching for Multicultural Understandings, Jump Street Odyssey*. The students will then introduce the person that they interviewed, which should provide the catalyst for a discussion regarding each student's racial, ethnic and/or cultural identity(ies). The discussion can provide a starting point to continue discussions and activities related to identity formation in middle schools students.

Major Understanding

- Educators can promote student pride in their racial/ethnic/cultural identities.
- Schools should provide multiple opportunities for students to exhibit pride in their racial/ethnic/cultural backgrounds and identities.

Essential Questions

- How do our schools affirm or reject students' racial/ethnic/cultural identities?

Skills

- Students will discuss their backgrounds and family cultures, customs and traditions.
- Students will articulate their positive sense of identity related to their family's cultural heritages and histories.
- Students will conceptualize themselves in terms of how they are connected to others and articulate how these connections impact their achievement as students.

Vocabulary

self acceptance, descendants, identity, culture, ethnicity, multi-racial, traditions, customs, pride

Assessment

- Students will be engaged in the discussion and will articulate insight into their own family's racial/ethnic/cultural backgrounds.
- As a result of the discussion, the students will describe family traditions, customs and rules that guide their lives.
- The students will write a poem, a song or draw a picture expressing pride in themselves and their family.
- Optional: Students will write a response on the wiiki to the prompts: "I am proud of who I am because..." "I can be successful in school if..."

Procedure

Introduce the topic by telling the students we will be discussing racial/ethnic and cultural identities.

Read the quote by MLK Chaos or Community on page +[53]. “James Baldwin once related how he returned home from school and his mother asked him whether his teacher was colored or white. After a pause he answered: 'She is a little bit colored and a little bit white.' This is the dilemma of being a Negro in America. In physical as well as cultural terms every Negro is a little bit colored and a little bit white. In our search for identity we must recognize this dilemma. Every man must confront the question 'Who am I' and seek to answer it honestly. One of the first principles of personal adjustment is the principle of self-acceptance.”

Allow for reactions and discussion. Then divide the group into pairs and hand out the *Jump Street Odyssey* questionnaire. Prior to having students interview each other, set some ground rules for the exercise (i.e., the interviewer will accept how the person chooses to answer, even if she/he may not agree). Have each pair interview each other by using the questions as a guideline. Have each pair introduce each other after they are done interviewing each other.

Technology Integration

- You Tube videos on racial/ethnic/cultural identity. (For example, NY Times.com Being multi-racial in America; Anomaly, a mixed race documentary).
- Students will write a response on the wiki to the prompts: “I am proud of who I am because...” “I can be successful in school if...”

Culturally Affirming Components

- Discuss King's quote from Chaos or Community.
- Provide a safe place for students to explore their own and other's racial/ethnic/cultural backgrounds.
- Assist students with feeling a sense of connectedness to others as well as promoting pride in themselves.
- The safe environment will be ensured by setting expectations with the students ahead of time.

Special Needs Accommodation

- Reading can be done aloud in the group.
- All vocabulary will be broken down so that students can comprehend and participate.
- Students with accommodations for written tasks can have assistance in regards to writing the answers to the questions.

Resources

- King Jr., ML. (1967) *Where Do We Go from here: Chaos or Community?* Boston, MA: Beacon Press.
- Metropolitan Center for Urban Education, New York University Teaching for Multiracial Understandings. Jump Street Odyssey Activity. Can Racial Identity be promotive of academic efficacy? (Oyserman, Harrison, and Bybee., International Journal of Behavioral Development, 2001, 25 (4) 379-385.

Supporting Materials

Jump Street Odyssey Activity.jpg

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

**Teaching
for
Multicultural Understandings**

Jump Street Odyssey
(Adapted from Diversity Resource Collaborative material)

Briefly respond to the following questions, then share your answers with the members of your small group. Take no more than 5 minutes per person to share your responses.

1. Where were you born?
2. What language(s) or dialect(s) was/were spoken in your home?
3. Where did you grow up? Describe your neighborhood.
4. Where did you attend school? Describe your classmates. Did you perceive your teachers to be similar or different from you and your family? In what ways were they similar or different?
5. Recall the first time you interacted with someone different from yourself. Describe this interaction.
6. Recall the first time that you felt different from everyone else. Describe the situation.

Langston Hughes, by Sarah Jane Bokaer

| Subject | Grade | Time Length | Author |
|-----------------------|--------------|--------------------|---------------|
| English Language Arts | 7-8 | 1-2 class periods | sbokaer |

Lesson Description

After reading from King's "Where Do We Go From Here: Chaos or Community?", the bottom of page 128 through to the section break on page 129, including the Hughes' poem, students will analyze the poem, through both content and literary elements, and will discuss King's use of the poem in the context he describes.

Major Understanding

- Historically, African-Americans have had to function on a severely uneven playing field.
- Political leaders and artistic leaders have inspired hope and inspiration to progress forward, despite these conditions.
- Compare conditions for African-Americans when the poem was written (during Harlem Renaissance) to conditions today: similarities and differences.
- African-American responses to this struggle have built great strength and courage within African-American communities.

Essential Questions

- How can metaphor express a condition or state of being?
- How did African-Americans move forward despite all obstacles?
- How can poetry inspire, as Hughes' did?
- How can political leaders inspire, as King did?

Skills

- Literary analysis of "Mother to Son" poem, using both literary terms and historical context.
- Synthesis of the poem's meaning with King's use of the poem.
- Connections between the poem's metaphor of the staircase and conditions changing historically for African-Americans, through persistence and determination.

Vocabulary

Metaphor, symbol, dialect, refrain, rhythm, rhyme, free verse, Harlem Renaissance, persistence, determination

Assessment

Students will write a poem, either individually or in partner pairs, using a metaphor for a struggle, and persistent determination to cope with the struggle.

Procedure

Read King passage together (bottom of page 128 to section break page 129).

Teach and/or review literary terms (see vocabulary).

Find examples of terms in poem, and discuss how they reflect meaning

Discuss why King chose this poem: inspirational tone, Harlem Renaissance, change over time due to persistence and determination (poem's themes).

Technology Integration

Poems or pictures of poems will be posted on the LACS page of the MLK wiki

Culturally Affirming Components

- Contextual discussion of historical living conditions for African-Americans
- Exposure to Harlem Renaissance
- Emphasis on inspirational language of both political leaders (as King) and artists (as Hughes)
- Students can choose to write a poem which connects to a struggle in their own lives, or the life of someone in their family.

Special Needs Accommodation

- Reading passage and poem aloud together as a class.
- Clear instruction and/or review of literary terms.
- Group discussion of King's use of the poem, historical context and inspirational language.

Resources

- King's *Where Do We Go From Here: Chaos or Community?*
- Langston Hughes, "The Dream Keeper and Other Poems" (for use of further poems as possible extension activity)

NYS Standards

Language Arts 2005

Word Recognition (7-7)

Recognize at sight a large body of words and specialized-content vocabulary (7-7)

Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy (7-7)

Background Knowledge and Vocabulary (7-7)

Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading (7-7)

Identify and analyze points of view presented in written texts (7-7)

Extend understanding of texts by relating content to personal experiences, other texts, and/or world events (7-7)

Participate in group discussions to further understanding and response to reading (7-7)

Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations (7-7)

Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts (7-7)

Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts (7-7)

Work collaboratively with peers to plan, draft, revise, and edit written work (7-7)

Listen actively and attentively, for an extended period of time, to a variety of texts read aloud (7-7)

Respond appropriately to what was heard (7-7)

Participate actively and productively in group discussions (7-7)

Listen respectfully and responsively (7-8)
Recognize content-specific vocabulary or terminology (7-8)
Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (7-8)
Use tone and language appropriate to audience and purpose (7-8)
Write for an authentic purpose, including publication (7-8)
Recognize multiple meanings of words and connections among meanings of words (8-8)
Read grade-appropriate texts with appropriate expression, phrasing, and pacing (8-8)
Respond to and comprehend various genres for student-selected and teacher-selected purposes (8-8)
Use text structure and literary devices to aid comprehension and response (8-8)
Work collaboratively with peers to comprehend and respond to texts (8-8)
Analyze, contrast, support, and critique points of view in a wide range of genres (8-8)
Demonstrate comprehension and response through a range of activities, such as writing, drama, oral presentation, and mixed media performance (8-8)
Write with voice to address varied purposes, topics, and audiences across the curriculum (8-8)
Organize writing effectively to communicate ideas to an intended audience (8-8)
Work collaboratively with peers to plan, draft, revise, and edit written work (8-8)
Engage in writing voluntarily for a variety of purposes, topics, and audiences (8-8)
Listen with comprehension, for an extended period of time, to texts read aloud (8-8)
Listen with comprehension, for an extended period of time, to oral presentations (8-8)
Listen with comprehension for student-determined and teacher-determined purposes (8-8)
Respond appropriately to what is heard (8-8)
Listen with comprehension and respect when others speak (8-8)
Speak to share responses to a variety of texts and performances (8-8)
Communicate spoken ideas in an organized and coherent manner (8-8)
Respond respectfully to others (8-8)
Participate in group discussions on a range of topics and for a variety of purposes (8-8)
Offer verbal feedback to others in a respectful and responsive manner (8-8)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Black Inventors, by Sarah Jane Bokaer

| Subject | Grade | Time Length | Author |
|-----------------------|--------------|--------------------|---------------|
| English Language Arts | 7-8 | 3-4 class periods | sbokaer |
| | | | |

Lesson Description

Based on the passage about African-Americans' inventions from King's *Where Do We Go From Here: Chaos or Community?* (pgs. 42-43) student partner pairs will use the online resource: www.blackinventor.com to research specific inventors and their inventions, and they will present their findings to others in the class. Class will then construct a timeline, together, of these inventors and inventions, and write a brief explanation of why it is important to "write black inventors into history".

Major Understanding

- Historically, as King points out, "history books have almost completely ignored the contributions of the Negro in American history...".
- These contributions have been ignored in the past, but we can learn more about them now.

Essential Questions

- What inventions have African-Americans contributed to U.S. technology and culture?
- Why have these contributions been historically neglected?
- What purposes do special focus museums serve?

Skills

- Collaborative research: selection of topic, note-taking, synthesis, presentation.
- Listening and speaking skills, as students both present their own information and take notes on classmates' presentations.
- Collaboration and effective social interaction: timeline formation.

Vocabulary

From King passage, pages 41-42: invention, contribution, intensify, anachronistic, doctrine of white supremacy, oppression, oblivious, blood plasma, virtually, overlooked, enriched

Assessment

Student work will be evaluated at three stages in the research/presentation process:

- Notetaking
- synthesis of information & preparation to present
- clarity of oral presentation

Students will also be evaluated on their collaborative skills and on notes taken from classmates' presentations.

Class will then work together to create a timeline of all the researched inventors and their inventions, and each student will write a brief summary statement about why it is important to "write black inventors into history".

Procedure

Class reads aloud together the King passage on historical neglect of black scientists and inventors, pages 41-42.

Vocabulary from passage is taught and discussed.

Online site, www.blackinventor.com introduced.

Student pairs select 2-4 people and their inventions to research.

Note-taking techniques reviewed.

Students collaborate in note-taking and synthesizing information to prepare for oral presentation to the class.

Oral presentations to class, audience takes notes on presented information.

Class creates a timeline together which features the researched inventors and their work.

Technology Integration

- Use of online site: www.blackinventor.com
- Digital pictures of timeline will be added to the LACS page of the MLK wiki.

Culturally Affirming Components

- Researching this information can begin to redress the issue raised in King's quote: "The history books, which have almost completely ignored the contribution of the Negro in American history, have only served to intensify the Negroes' sense of worthlessness and to augment the anachronistic doctrine of white supremacy."
- All students, including white students, will have the opportunity to join in the struggle as allies for racial justice.

Special Needs Accommodation

Step by step instruction, partner pairing, and collaborative jigsaw approach can make this a group effort which incorporates individual skill building.

Resources

King's "*Where Do We Go From Here: Chaos or Community?*"

Online museum: www.blackinventor.com

NYS Standards

Language Arts 2005

Recognize at sight a large body of words and specialized-content vocabulary (7-7)

Develop vocabulary through extensive reading of a variety of texts across subjects and genres (7-7)

Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues (7-7)

Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes (7-7)

Identify and connect main ideas and themes of texts, using knowledge of text structures,

organization, and purposes for reading (7-7)

Identify and analyze points of view presented in written texts (7-7)

Extend understanding of texts by relating content to personal experiences, other texts, and/or world events (7-7)

Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations (7-7)

Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts (7-7)

Work collaboratively with peers to plan, draft, revise, and edit written work (7-7)

Publish writing in a variety of presentation or display media (7-7)

Listen actively and attentively, for an extended period of time, to a variety of texts read aloud (7-7)

Listen actively and attentively, for an extended period of time, to oral presentations (7-7)

Listen actively and attentively, for an extended period of time, for different purposes and to different speakers (7-7)

Respond appropriately to what was heard (7-7)

Use a variety of speaking techniques (e.g., adjusting tone, volume, and tempo; enunciating; and making eye contact) to make effective presentations (7-7)

Participate actively and productively in group discussions (7-7)

Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations (7-7)

Identify a purpose for reading (7-8)

Use word recognition and context clues to read fluently (7-8)

Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension (7-8)

Adapt listening strategies to different purposes and settings (7-8)

Listen respectfully and responsively (7-8)

Identify own purpose for listening (7-8)

Respond respectfully (7-8)

Adapt language and presentational features for the audience and purpose (7-8)

Use language and grammar appropriate to the purpose for speaking (7-8)

Use volume, tone, pitch, and rate appropriate to content and audience (7-8)

Use effective nonverbal communication (7-8)

Use visual aids to enhance the presentation (7-8)

Establish and maintain eye contact with audience (7-8)

Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (7-8)

Identify the intended audience (7-8)

Use tone and language appropriate to audience and purpose (7-8)

punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters (7-8)

use italics and underlining for titles (7-8)

capitalize proper nouns, such as geographical names, academic courses, and organizations (7-8)

Use computer software (e.g., word processing, import graphics) to support the writing process (7-8)

Write for an authentic purpose, including publication (7-8)
Recognize at sight a large body of high-frequency words and specialized content vocabulary (8-8)
Recognize multiple meanings of words and connections among meanings of words (8-8)
Read grade-appropriate texts with appropriate expression, phrasing, and pacing (8-8)
Respond to and comprehend various genres for student-selected and teacher-selected purposes (8-8)
Work collaboratively with peers to comprehend and respond to texts (8-8)
Analyze, contrast, support, and critique points of view in a wide range of genres (8-8)
Find, evaluate, and combine information from print and electronic sources for student-selected and teacher-selected inquiries (8-8)
Demonstrate comprehension and response through a range of activities, such as writing, drama, oral presentation, and mixed media performance (8-8)
Show interest in reading a wide range of texts, topics, genres, and authors (8-8)
Compose, mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes (8-8)
Write with voice to address varied purposes, topics, and audiences across the curriculum (8-8)
Organize writing effectively to communicate ideas to an intended audience (8-8)
Compose arguments to support points of view with relevant details from single and multiple texts (8-8)
Work collaboratively with peers to plan, draft, revise, and edit written work (8-8)
Produce written and multimedia reports of inquiry, using multiple sources (8-8)
Publish writing in a variety of presentation or display media (8-8)
Listen with comprehension, for an extended period of time, to texts read aloud (8-8)
Listen with comprehension, for an extended period of time, to oral presentations (8-8)
Listen with comprehension for student-determined and teacher-determined purposes (8-8)
Respond appropriately to what is heard (8-8)
Listen with comprehension and respect when others speak (8-8)
Speak to share responses to a variety of texts and performances (8-8)
Use precise vocabulary to communicate ideas (8-8)
Speak, using grammatical structures suited to particular audiences (8-8)
Speak to include details and examples relevant to the audience and purpose (8-8)
Communicate spoken ideas in an organized and coherent manner (8-8)
Speak with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication (8-8)
Respond respectfully to others (8-8)
Participate in group discussions on a range of topics and for a variety of purposes (8-8)
Offer verbal feedback to others in a respectful and responsive manner (8-8)

Supporting Materials

Supporting Web Sites

www.blackinventor.com
<http://icsdmlkhome.wikispaces.com/>

US Holidays - What is Celebrated, What is Not? by Sarah Jane Bokaer

| Subject | Grade | Time Length | Author |
|-----------------------|-------|-------------|---------|
| English Language Arts | 7-8 | one week | sbokaer |

Lesson Description

Excerpts of King's *Where do we Go From Here: Chaos or Community?* regarding the Emancipation Proclamation, Frederick Douglass's 4th of July speech, and extension activities. Students will learn about the Emancipation Proclamation, about which King includes significant Douglass quotes, then they will read & process Douglass's fiery 4th of July speech (attached) condemning this holiday in the face of slavery. With this background, students will then read and discuss the above at home with family and brainstorm other national holidays which exclude or deny the background of some people's history (i.e. Columbus Day, Christmas, Thanksgiving) and/or holidays which are invisible in mainstream US culture (i.e. Juneteenth, Ramadan, Rosh Hashanah, Chinese New Year), and students will either write a persuasive speech or a feature article/editorial addressing the specific issues surrounding a chosen holiday's issues.

Major Understanding

- Some national holidays exclude significant portions of US population, and some even glaringly deny past or present history.
- Other holidays are invisible to the mainstream US public.

Essential Questions

- How and why do some national holidays become dominant, whereas others are invisible in the mainstream?
- How is history ignored and/or denied in some national holidays?

Skills

- Reading historic documents (Douglass quotes & speech).
- Interviewing family.
- Writing persuasive and/or editorial style.
- Reading, writing, listening, speaking for social interaction.

Vocabulary

(from Douglass speech) Emancipation Proclamation, famine, hypocrisy, sham, fraud, affirmative, disparity, bequeathed(from Emancipation Proclamation) designated, rebellion, repress, respectively, qualified, countervailing, testimony, virtue, vested, suppressed, precisely, enjoin, abstain, labor, suitable, garrison, vessels, invoke, considerate, gracious, affixed(other) inclusion, exclusion, visible, invisible

Assessment

- Original speech or feature article/editorial, in persuasive style, describing problematical issues concerning a specific national holiday, chosen by student.
- Speeches, articles read aloud in class.

Procedure

Class reads aloud King excerpts of Douglass quotes, pgs. 82-83, and discusses Emancipation Proclamation history.

Class reads King's reference to Native American genocide, pgs. 84 -85.

Class then reads Douglass's 4 of July speech.

Homework: Read the King book quotes and speech with parents/caregivers at home and discuss reactions. At home with folks, brainstorm other holidays which celebrate some people and exclude others.

Students write either a speech or a feature article exploring another holiday which can be problematic for those whose history is excluded from it.

Technology Integration

Student articles and/or speeches will be posted to the appropriate page of the MLK wiki.

Culturally Affirming Components

- Parent/caregiver involvement, which will hopefully promote discussion of students' individual cultural family backgrounds.
- Increased understanding of Emancipation Proclamation history will benefit all students.
- Increased understanding of Native American history with colonists will benefit all students.

Special Needs Accommodation

- All reading done aloud in class, then repeated at home with parents/caregivers.
- Douglass's speech can serve as a model of persuasive speech or editorial style.
- A project sheet which outlines the process and deadlines will benefit all students, especially those who need their work broken down into smaller parts.

Resources

Text, King's *Where Do We Go From Here: Chaos or Community?*

Text, Frederick Douglass's 1852 Fourth of July speech (attached)

NYS Standards

Language Arts 2005

Word Recognition (7-7)

Recognize at sight a large body of words and specialized-content vocabulary (7-7)

Develop vocabulary through extensive reading of a variety of texts across subjects and genres (7-7)

Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues (7-7)

Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes (7-7)

Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading (7-7)

Identify and analyze points of view presented in written texts (7-7)

Extend understanding of texts by relating content to personal experiences, other texts, and/or world

events (7-7)

Participate in group discussions to further understanding and response to reading (7-7)

Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations (7-7)

Read grade-level texts with appropriate expression, phrasing, and rate of reading (7-7)

Be familiar with titles and authors of a wide range of grade- or age-appropriate literature (7-7)

Use legible print or cursive handwriting, or word processing, as is appropriate to the writing context (7-7)

Use a variety of strategies to plan and organize ideas for writing, such as keeping a list of topic ideas and a writer's notebook, using graphic organizers, etc. (7-7)

Write on a wide range of topics, both student and teacher selected (7-7)

Write for a variety of purposes, with attention given to using the form of writing that best supports its purpose (7-7)

Write for a range of audiences, adjusting writing style and tone accordingly (7-7)

Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts (7-7)

Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts (7-7)

Revise writing to improve organization, clarity, and coherence (7-7)

Edit writing to adhere to the conventions of written English (7-7)

Write, using a variety of media to communicate ideas and information (7-7)

Engage in writing voluntarily for a variety of purposes, topics, and audiences (7-7)

Publish writing in a variety of presentation or display media (7-7)

Listen actively and attentively, for an extended period of time, to a variety of texts read aloud (7-7)

Listen actively and attentively, for an extended period of time, to oral presentations (7-7)

Listen actively and attentively, for an extended period of time, for different purposes and to different speakers (7-7)

Respond appropriately to what was heard (7-7)

Participate actively and productively in group discussions (7-7)

Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations (7-7)

Identify a purpose for reading (7-8)

Use word recognition and context clues to read fluently (7-8)

Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words) (7-8)

Distinguish between dictionary meaning and implied meaning of the author's words (7-8)

Identify transitional words or phrases, such as furthermore or in comparison, that provide clues to organizational formats such as compare/contrast (7-8)

Use knowledge of punctuation to assist in comprehension (7-8)

Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension (7-8)

Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts (7-8)

Adapt listening strategies to different purposes and settings (7-8)

Listen respectfully and responsively (7-8)
Identify own purpose for listening (7-8)
Recognize content-specific vocabulary or terminology (7-8)
Respond respectfully (7-8)
Adapt language and presentational features for the audience and purpose (7-8)
Use language and grammar appropriate to the purpose for speaking (7-8)
Use volume, tone, pitch, and rate appropriate to content and audience (7-8)
Use effective nonverbal communication (7-8)
Establish and maintain eye contact with audience (7-8)
Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (7-8)
Identify the intended audience (7-8)
Use tone and language appropriate to audience and purpose (7-8)
Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing) (7-8)
Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) (7-8)
Write clear, concise, and varied sentences, developing a personal writing style and voice (7-8)
Observe rules of punctuation, italicization, capitalization, and spelling as follows: (7-8)
punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters (7-8)
capitalize proper nouns, such as geographical names, academic courses, and organizations (7-8)
spell correctly commonly misspelled words, homonyms, and content-area vocabulary (7-8)
Write for an authentic purpose, including publication (7-8)
Recognize at sight a large body of high-frequency words and specialized content vocabulary (8-8)
Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately (8-8)
Use varied sources of information, including context, to monitor and self-correct for word-reading accuracy (8-8)
Acquire grade-appropriate vocabulary by reading a variety of texts across subject areas (8-8)
Determine the meaning of unfamiliar words, terms, and idioms by using context, dictionaries, glossaries, and other print and electronic resources (8-8)
Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues (8-8)
Recognize multiple meanings of words and connections among meanings of words (8-8)
Read grade-appropriate texts with appropriate expression, phrasing, and pacing (8-8)
Respond to and comprehend various genres for student-selected and teacher-selected purposes (8-8)
Use text structure and literary devices to aid comprehension and response (8-8)
Work collaboratively with peers to comprehend and respond to texts (8-8)
Analyze, contrast, support, and critique points of view in a wide range of genres (8-8)
Demonstrate comprehension and response through a range of activities, such as writing, drama, oral presentation, and mixed media performance (8-8)
Show interest in reading a wide range of texts, topics, genres, and authors (8-8)

Be familiar with titles and authors of a wide range of grade-appropriate literature (8-8)
Use legible print or cursive writing, or type (8-8)
Compose, mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes (8-8)
Write with voice to address varied purposes, topics, and audiences across the curriculum (8-8)
Organize writing effectively to communicate ideas to an intended audience (8-8)
Compose arguments to support points of view with relevant details from single and multiple texts (8-8)
Engage in writing voluntarily for a variety of purposes, topics, and audiences (8-8)
Listen with comprehension, for an extended period of time, to texts read aloud (8-8)
Listen with comprehension, for an extended period of time, to oral presentations (8-8)
Listen with comprehension for student-determined and teacher-determined purposes (8-8)
Respond appropriately to what is heard (8-8)
Listen with comprehension and respect when others speak (8-8)
Speak to share responses to a variety of texts and performances (8-8)
Use precise vocabulary to communicate ideas (8-8)
Speak, using grammatical structures suited to particular audiences (8-8)
Speak to include details and examples relevant to the audience and purpose (8-8)
Communicate spoken ideas in an organized and coherent manner (8-8)
Speak with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication (8-8)
Respond respectfully to others (8-8)
Participate in group discussions on a range of topics and for a variety of purposes (8-8)
Offer verbal feedback to others in a respectful and responsive manner (8-8)

Supporting Materials

Douglass speech 1.pdf
Douglass speech 2.pdf
Emancipation Proclamation of 1863.doc

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

from: Great American Speeches
compiled by Alexandra Hanan-Harding
New York, Scholastic, 1997

Frederick Douglass

(1817-1895)

Frederick Douglass was born a slave near Baltimore, Maryland, and taught himself to read even though reading was against the law for slaves. At the age of 12 he bought himself a book of famous speeches and practiced them. In his 20s, he made a daring escape from slavery by disguising himself and fleeing north on a train. Once free, he began giving lectures about slavery. His eloquence made him a natural leader in the Abolitionist (anti-slavery) movement. Eventually, he moved to Rochester, New York, where he started an anti-slavery newspaper called the North Star. Knowing of his gifts as a speaker, the city of Rochester asked him to speak at its Fourth of July festivities in 1852. What he had to say shocked his audience. Can you explain why?



"What to the American Slave Is Your Fourth of July?" (1852)

Fellow citizens, pardon me, allow me to ask, why am I called upon to speak here today? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, **embodied** in that Declaration of Independence, extended to us? and am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from our independence to us?

Would to God, both for your sakes and ours, that an **affirmative** answer could be truthfully returned to these questions! . . . But such is not the state of the case. I say it with a sad sense of the **disparity** between us. I am not included within the **pale** of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you this day rejoice are not enjoyed **in common**. The rich inheritance of justice, liberty, prosperity, and independence, **bequeathed** by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought **stripes** and death to



me. This Fourth of July is yours, not mine. You may rejoice, I must mourn

What? Am I to argue that it is wrong to make men **brutes**, to rob them of their liberty, to work them without wages, to keep them **ignorant** of their relations to their fellow men, to beat them with sticks, to **flay** their flesh with the **lash**, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to **sunder** their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their master? Must I argue that a system, thus marked with blood and stained with **pollution**, is wrong? No; I will not. I have better **employment** for my time

What to the American slave is your Fourth of July? I answer, a day that reveals to him, more than all other days in the year, the **gross** injustice and cruelty to which he is the constant victim. To him, your celebration is a **sham**; . . . your sounds of rejoicing are empty and heartless; . . . your shouts of liberty and equality [are] hollow mockery; your prayers and hymns . . . are to him mere . . . **fraud** . . . and **hypocrisy**—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody, than are the people of these United States, at this very hour.

Go where you may, search where you will, roam through all the monarchies and **despotisms** of the Old World, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me that, for revolting barbarity and shameless hypocrisy, America reigns without a rival.

The Emancipation Proclamation

January 1, 1863

A Transcription

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth, and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.
Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and
sixty three, and of the Independence of the United States of America the eighty-seventh.
By the President: ABRAHAM LINCOLN □ WILLIAM H. SEWARD, Secretary of State.

http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html

Freedom Now Meets Black Power: The Views of King and Carmichael, by Cindy Kramer

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Social Studies | 8 | 2 class periods | ckramer |

Lesson Description

In these two lessons, students will compare and contrast the ideas of Martin Luther King, Jr. and Stokley Carmichael. Prior to the first lesson, students will read short biographical articles about King and Carmichael as well as quotes that represent their perspectives on how to achieve change during the Civil Rights Movement. Students will work in pairs to write a “poem for two voices” that expresses some of the ideas in common as well as highlights some of the differences between King and Carmichael regarding how to achieve a more just society.

Major Understanding

- The struggle against racism and for civil rights during the Civil Rights Movement was both a struggle within the movement around strategies for change as well as a struggle to confront institutionalized racism.
- Although their analyses and approaches to change differed, leaders during the Civil Rights Movement had many goals for equality and justice in common.

Essential Questions

- What is nonviolent resistance?
- Is violence ever justified?
- What was the role of the Black Power movement during the movement for civil rights?
- What is the most effective way to achieve equality and justice?

Skills

- Understanding and applying ideas from a text.
- Comparing and contrasting ideas.
- Writing a poem for two voices
- Dialoging and writing with a partner.
- Presenting one's work to the class and the broader community.

Vocabulary

Civil Rights Movement, nonviolent resistance, Black Power, Freedom Now

Assessment

- Completing a Venn diagram.
- Writing a poem for two voices.
- Reading a poem for two voices aloud

Procedure

Two Days Prior to this Lesson:

1. Students will be assigned randomly to a biographical reading about Martin Luther King, Jr. or Stokley Carmichael.
2. Present a King quote and a Carmichael quote; then explain to students that these two men had very different ideas about how to achieve the change they both desired. King quotes can be drawn from chapter II of *Where Do We Go From Here: Chaos or Community?*
3. As a homework assignment, students will read and take notes on a Venn diagram about the general background, beliefs, and actions of King or Carmichael during the Civil Rights Movement.

Lesson, Day 1

1. Present a brief visual introduction to Martin Luther King, Jr. and Stokley Carmichael using a slide show of images and quotes. Again, King quotes can be drawn from chapter II of *Where Do We Go From Here: Chaos or Community?*
2. As a class, complete a Venn diagram about the background and ideas of King and Carmichael. Students contribute notes to the Venn diagram using the work they completed for their homework assignment.
3. Introduce students to the meaning and historical context of the following phrases: *nonviolent resistance*, *Freedom Now*, and *Black Power*.
4. Ask students to review the information on the Venn diagram regarding strategies for change. Identify ideas and strategies of King and Carmichael that differed and add them to the Venn diagram. Post a King quote and a Carmichael quote that express the different approaches to social change of these two men. Announce that tomorrow students will work in pairs to write a poem for two voices that express the ideas of King and Carmichael.

Lesson, Day 2

1. Introduce the students to the poetry form, “poetry for two voices,” using selected poems from the book, *Joyful Noise* by Paul Fleischman. Ask three pairs of students to volunteer to read one of the poems from this collection. Explain to the students that they will use this poetic form to compare and contrast the ideas and actions of King and Carmichael.
2. Students meet in pairs, (one who read about King and one who read about Carmichael), to write a poem for two voices that expresses the common and different ideas promoted by King and Carmichael. Students use a poem worksheet to draft their poem and then practice reciting the poem aloud.
3. Form groups of three pairs of students. Ask each pair to read their poem aloud to the other two pairs. As students listen, ask them to pay attention to agreements and disagreements between King and Carmichael.
4. Ask students to write a personal response in their journals to one of the essential questions for this lesson: *What is the most effective way to achieve equality and justice?*
5. Students share their responses in small groups.
6. Inform the students of the opportunity to share their poems and personal responses with the community by posting them on the Wiki site for the MLK Build.
7. Closure: Provide students with a brief summary of King and Carmichael's roles and activities in the Civil Rights Movement from 1966 and afterwards.

Technology Integration

- Images and words of King and Carmichael will be presented in a Power Point slide show.
- Students will be encouraged to post their poems and journal responses on the Wiki site for the MLK Community Build.

Culturally Affirming Components

- African-Americans have played a significant role in the pursuit of an equal and just society.
- Students' thoughts on social change are important to explore and to be valued.

Special Needs Accommodation

- Biographical readings are provided at different reading levels.
- Individual, small group, and whole class approaches to learning are incorporated.
- A Venn diagram is used to compare and contrast ideas.
- Visual images are included.
- Opportunities are provided to express personal ideas verbally and in writing.

Resources

- Quotes from Chapter II: "Black Power," in *Where Do We Go From Here: Chaos or Community?*
- Power Point slide show of Martin Luther King, Jr. and Stokley Carmichael
- Biographical readings about King and Carmichael
- Venn diagram
- Student journals
- Student worksheet for drafting poems
- Power Point slide show of Martin Luther King, Jr. and Stokley Carmichael (contact the author if you would like access to the slide show: ckramer@icsd.k12.ny.us)

NYS Standards

Social Studies 2005

To investigate key turning points in New York State and United States history and explain why these events or developments are significant (7-8)

To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts (7-8)

Supporting Materials

Supporting Web Sites

- <http://www.learnhistory.org.uk/usa/blackpower.htm>
- <http://mlk-kpp01.stanford.edu/index.php/>
- <http://www.interchange.org/Kwameture/nytimes111698.html>
- <http://www.thekingcenter.org/DrMLKingJr/Biography.aspx>
- <http://www.notablebiographies.com/Ca-Ch/Carmichael-Stokely.html>

The Pursuit of Equality and Justice, by Cindy Kramer

| Subject | Grade | Time Length | Author |
|----------------|-------|-------------|---------|
| Social Studies | 8 | one period | ckramer |

Lesson Description

This lesson is designed to be part of a unit on strategies employed to challenge inequality and injustice in the early 20th century in the United States, particularly regarding race and gender. Prior to this lesson, students will have completed and presented research about the background, strategies, and accomplishments of men and women who were activists for equality and justice. (This lesson may be used without this prior research activity.) In this lesson, students will explore the meaning of selected quotes by Martin Luther King, Jr., taken from his book *Where Do We Go From Here: Chaos or Community?* and relate his ideas about power and strategies for change to people who shared his concerns for racial equality during an earlier time period.

Major Understanding

- Inequality and injustice have existed in the United States since the founding of the United States.
- People have utilized many strategies to achieve equality and justice.
- Change is possible.
- Greater equality and justice should be expected and can be achieved.

Essential Questions

- Who has power in society?
- How does change happen?

Skills

- Analysis of text.
- Communicating in small groups.
- Reflective writing.
- Synthesizing of ideas.

Vocabulary

Power, equality, justice

Assessment

- Journal entries
- Written response to quotes
- Participation in class discussion

Procedure

Introduction of the Book, *Where Do We Go From Here: Chaos or Community?* to the students. (Historical context) What is Power?

- a. Distribute a quote by King to each small group about power in society (page 37). Post and read aloud the quote.
- b. **Journal Entry#1:** According to Dr. King, what is power and why is it important?
- c. Share a few responses with the whole class.

Power in the Early 1900s

- a. **Journal Entry#2:** Ask students to write a response in their journal to the following question: Who had political power (define political: decision making, influence) in United States in the early 1900s? Who did not have power?
- b. On a T- chart, list examples of groups with political power and examples of groups without political power in the early 1900s.
- c. Ask the students to identify a few examples of strategies that people utilized to expand the power of African-Americans and women in the early 1900s.

Quotes by Dr. King about Change

- a. Read aloud four different Dr. King quotes related to strategies to achieve greater equality and justice.
- b. Distribute a different King quote to each group. Each student takes one of the quotes and reads it silently and completes the written responses on the backside of the quote sheet.
 1. Explain the meaning of the King quote in your own words
 2. Think about the actions and accomplishments of the person you researched. What do you think this person might say to Dr. King, Jr. regarding the ideas he expressed in this quote? (#2 could be eliminated if research project not done)
 3. How might your actions, this year or in the future, support equality and justice?

Share Responses to King Quotes:

- a. In small groups, each student shares her or his response to #1 and then discusses the quote.
- b. If time permits, and a research project has been done prior to this lesson, each student tells the name of the person she or he studied and shares what this person might have said to King about strategies for change. (response #2)
- c. Each group shares at least one responses to #1 with the whole class.

Closure

Read aloud and post, again, the King quote from page 37. Tell the students that we will continue to learn about examples of inequalities and injustices experienced by many different groups in the United States and how people acted for change throughout the twentieth century.

Technology Integration

- Use of Power Point slides to project quotes by Dr. King, Jr
- Students may choose to post their responses to the Wiki for the MLK build

Culturally Affirming Components

- African-Americans have been leaders in the struggle for equality and justice.
- In the face of numerous challenges and barriers, women successfully organized to gain suffrage.
- Students will articulate actions they can take to promote equality and justice.

Special Needs Accommodation

- The lesson incorporates supports learning styles for visual and auditory learners.
- Use of a T-chart in activity #2 provides a visual thinking tool.
- Individual, small group, and whole class approaches within the lesson provide multiple opportunities to participate and for students to learn from each other.

Resources

- Quotes from the book, *Where Do We Go From Here* by Dr. Martin Luther King, Jr.
- Transparencies or Power Point slides with quotes
- Student Journals
- Class worksheet with one of four quotes and a written response activity

NYS Standards

Social Studies 2005

The Progressive Movement, 1900-1920: Efforts to Reform the New Society (7-8)

To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States (7-8)

To describe historic events through the eyes and experiences of those who were there (7-8)

Supporting Materials

MLK Quote Power OHT.Kramer.doc

MLK Quote Power.Kramer.doc

Student Response Form.MLK.Change.final.doc

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

“Power, properly understood, is the ability to achieve purpose. It is the strength required to bring about social, political or economic changes.”

Martin Luther King, Jr, 1967

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“Power, properly understood, is the ability to achieve purpose. It is the strength required to bring about social, political or economic changes.”
Martin Luther King, Jr, 1967

Name: _____

Quote #1

1. In your own words, explain the meaning of this quote.
 2. Think about the concerns, actions, and accomplishments of the person you researched. Describe what this person might say to Dr. King, Jr. about what he or she did to expand equality and justice.
 3. How might your actions this year, or in the future, support equality and justice?

Name:

Quote #2

1. In your own words, explain the meaning of this quote.
 2. Think about the concerns, actions, and accomplishments of the person you researched. Describe what this person might say to Dr. King, Jr. about what he or she did to expand equality and justice.
 3. How might your actions this year, or in the future, support equality and justice?

Name: _____

Quote #3

1. In your own words, explain the meaning of this quote.
 2. Think about the concerns, actions, and accomplishments of the person you researched. Describe what this person might say to Dr. King, Jr. about what he or she did to expand equality and justice.
 3. How might your actions this year, or in the future, support equality and justice?

Name: _____

Quote #4

1. In your own words, explain the meaning of this quote.
 2. Think about the concerns, actions, and accomplishments of the person you researched. Describe what this person might say to Dr. King, Jr. about what he or she did to expand equality and justice.
 3. How might your actions this year, or in the future, support equality and justice?

“We must make full and constructive use of the freedom we already possess. We must not wait until the day of full emancipation before we set out to make individual and collective contributions to the life of our nation.”

Martin Luther King, Jr. 1967
(quote #1)

“Mass nonviolent action will continue to be one of the most effective tactics of the freedom movement.”

Martin Luther King, Jr. 1967
(quote #2)

“They must be supplemented by a continuous job of organization. To produce change, people must be organized to work together in units of power.”

Martin Luther King, Jr. 1967
(quote #3)

“Oppressed people cannot remain oppressed forever. The yearning for freedom eventually manifests itself.”

Martin Luther King, Jr. 1967
(quote #4)

More than speeches - A theory of nonviolence (8th grade version), by Barry Derfel

| Subject | Grade | Time Length | Author |
|----------------|--------------|--|---------------|
| Social Studies | 8 | 6 days, plus additional time for students to take action | bderfel |

Lesson Description

In this lesson, students will learn about the theory which underlies nonviolent direct action as it was practiced during the 1950s and 1960s by those in the U.S. Civil Rights Movement. Students will read (or listen to) excerpts from Dr. King's *Where Do We Go From Here: Chaos or Community?* and make connections between the theory, this reading, and their own lives. In addition, students will take action to improve the quality of their lives, and/or the lives of those in their community. The author has effectively used this lesson with 5th graders - adults. As of the 2012 - 2013 school year, you may find that some of your 8th grade students have worked on a version of this lesson in 5th grade. Although the materials and concepts presented in each case are similar, students' growth and maturity over time will allow them to gain deeper understandings as they re-examine this lesson. In addition, educators may find that it is most effective to incorporate this lesson into their current unit on the Civil Rights Movement. For questions and/or support, email the author at: bderfel@icsd.k12.ny.us

Major Understanding

- The work of Dr. King and the Civil Rights Movement of the 1950's and 1960's was highly organized and grounded in community and theory.
- The nonviolence movement of the 1950s and 1960s was rooted in the Declaration of Independence and the U.S. Constitution.
- The nonviolence movement of the 1950s and 1960s had historical roots in the work of Gandhi and the nonviolent Indian Independence Movement.
- Nonviolence, as it was practiced by those in the nonviolent Civil Rights Movement of the 1950s and 1960s, was designed to change the ways in which laws, beliefs, and money interact to perpetuate oppression.
- Acts of Witness reveal that a system of laws, beliefs, and money is violent.
- Each of us can participate in the work of building community and justice locally, nationally, and globally.
- Each of us can work to improve the quality of our lives and the lives of others in our communities.

Essential Questions

- Can the quality of our lives, and the lives of others in our community, be improved?
- How can we use the principles of nonviolence and the ideas presented in Dr. King's book to improve the quality of our lives, and the lives of others in our community?
- Does nonviolence work?

Skills

The student will be able to:

- Identify the key elements of the theory of nonviolence.
- Discuss the essential questions with increasing complexity over time.
- Read, write, listen, and speak for information and understanding, critical analysis and evaluation, and social interaction.
- Articulate explicit connections between the theory of nonviolence and her/his own life.
- Articulate ways in which the quality of her/his own life and the lives of others in her/his community, can be improved.
- Act to improve the quality of her/his life and the lives of those in her/his community.

Vocabulary

Resistance, oppression, power, “life, liberty, and happiness,” segregation, boycott, acts of witness, “myths, stereotypes, and misinformation,” politics, racism, negro, privilege

Assessment

For each of the items below, students should be given a rubric which explains how their work will be evaluated.

Students will explain the key elements of the theory of nonviolence. Possible methods include:

- Write an explanation on the appropriate page of the ISCD MLK Wiki
- Create her/his own chart or diagram (transform the diagrams on the PowerPoint)
- Write a children's booklet or comic book
- Write an article or letter to the editor

Students will actively engage in discussion of the essential questions. (Teacher should monitor this and take steps to ensure that all students participate.)

Students will articulate connections between the theory of nonviolence, the text, and their own lives. Possible methods include:

- Draw a political cartoon
- Create a sample DBQ (document-based question) modeled after the 8th grade social studies exam
- Compose a poem or song
- Present a “spoken word” piece
- Write a 2-paragraph essay

Students will communicate to an audience the ways in which the theory of nonviolence and the ideas presented in Dr. King's text can be used to address concerns in their own lives, or in the lives of others in their community. Potential audiences include: family, students, staff, ICSD Board of Education, student organizations/clubs, Village at Ithaca, ACTION, broader Ithaca community, City or County Councils, Ithaca Youth Bureau, etc. (See the attached document for a list of contact information, etc.)

Instead of communicating to an audience, the student may choose to engage in some form of community service work in order to “take action.” If this is the case, the teacher should require some form of documentation of time spent volunteering and a **brief reflection from the student in order to assess this component.

Procedure

Prior to these lessons, the teacher should send home a brief update to families which explains what the students will be working on, and which invites families to provide input before, during, and after these lessons are implemented. The teacher should include the content map in this update, and should have students read this before taking it home. In addition, the **teacher will need to review** the slide presentation and YouTube videos a number of times on her/his own, until she/he understands the theory of nonviolence as it is explained in the PowerPoint.

Period One: The teacher will present the first three slides in the PowerPoint. This presentation should be paced so that students can ask clarifying questions and the teacher can add her/his own explanations throughout the presentation. She/he may want to create a note-taking mechanism/visual organizer for students to use during this time. (I have made copies of the slides and then used “white out” to create blanks for students to fill in. I choose key words/concepts for the blanks, so that I can explain the nuances of these words as students fill them in. As the lesson progresses, I post each of these words/concepts, and their brief explanations, on a word-wall in the room.)

Period Two: The teacher presents the remaining slides of the presentation, using the same procedures as above. **At the completion of this lesson**, the teacher should make a large poster/chart which replicates slide 6 of the presentation. This should be hung up in the classroom.

Period Three: Students are given the task of explaining the theory of nonviolence, using the possible methods identified in the assessment section. Students are also given a rubric which explains how their work will be evaluated. As students work on creating their explanations, the teacher circulates and provides help as needed. In addition, she/he will most likely need to stop the work periodically to address particular misunderstandings/confusion that she/he observes many students needing clarification on.

Period Four: Students read (or listen to) pages 136 - 142 in the text *Where Do We Go From Here: Chaos or Community?* **Prior to reading**, the teacher tells students that they will need to highlight or circle two or three sentences/phrases that they especially want to react to. After students have completed the reading, the teacher puts them into groups of four to discuss the reading, using the “Save the last word for me” discussion protocol.

Period Five: Students begin with 5 minutes of silent writing to address the following prompt: “How can we use the principles of nonviolence and the ideas presented in Dr. King's book to improve the quality of our lives, and the lives of others in our community?” Next, the teacher will facilitate a class discussion of the prompt. In order to promote engagement of all students, the teacher should stop the discussion every 8 minutes and ask every student who has not spoken to either add to the conversation, or say “pass.”

Period 6: Students are assigned the task of articulating connections between the theory of nonviolence, the text, and their own lives. The teacher should distribute a rubric which explains how student work will be evaluated. Possible methods are detailed in the assessment section. As with period 3, the teacher will need to circulate and provide support as needed. The teacher will also need to identify a due-date, 2 or 3 days away, for when this work is to be collected. On the due date, students will need to indicate their plan for communicating to an audience the ways in which the theory of nonviolence and the ideas presented in Dr. King's text can be used to address concerns in their own lives, or in the lives of others in their community. The teacher will need to devise a method for students to document their communications, and the teacher will need to establish a deadline by which these are to be completed.

Technology Integration

- The lesson involves use of a PowerPoint slideshow and YouTube videos - *students apply digital tools to gather, evaluate, and use information* (ISTE).
- The appropriate page of the ICSD MLK Wiki will be used for students to write on, and/or for teachers to display student work-samples - *students use digital media and environments to communicate their work collaboratively, including at a distance, to support learning and contribute to the learning of others* (ISTE).
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision - *students create original works as a means of personal and group expression* (ISTE).
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use online culture-generated resources to deepen these understandings - *develop cultural understanding and global awareness by engaging with learners of other cultures; evaluate and select information sources and digital tools based on the appropriateness to specific tasks* (ISTE).

Culturally Affirming Components

- Students will take action to improve the quality of their lives and the lives of people in their communities.
- To help engage all students in the discussion and to help foster a safe atmosphere, educators will use the text-protocol identified in the supporting files section.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision.
- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming. For examples of how to do this, look at the “family letters” in the resource section.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

- The slide show can be printed and distributed to students so that they can follow along and take notes while the teacher plays the sound for each element of the slide show.
- Students will be able to listen to an audio of Dr. King's text.
- Students can access the slide show and listen to the narration before and after the teacher's in-classroom lesson.
- YouTube videos provide concrete examples for students to see and hear.
- The chart at the end of lesson two and the word wall support all learners, including those who need accommodations.
- The teacher should encourage students to choose assessment methods that engage their particular learning styles and strengths.
- The teacher should devise additional assessment and delivery methods as needed so that all students can be successful.
- Inform students that they will be provided with extended time as needed.

Resources

See website below for access to slideshow and YouTube videos.

King, Martin Luther, 1967. *Where Do We Go From Here: Chaos or Community?*

NYS Standards Social Studies 2005

To formulate social science questions and define social science issues and problems (7-8)

A Nation is Created (7-8)

To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems (7-8)

To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time (7-8)

To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice (7-8)

To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources (7-8)

To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems (7-8)

To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States (7-8)

To investigate key turning points in New York State and United States history and explain why these events or developments are significant (7-8)

To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts (7-8)

To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century (7-8)

To investigate problems and opportunities the United States faces in its immediate future (7-8)

Supporting Materials

local organizations working for racial and social justice.pdf
sample family letter1.pdf
samplefamilyletter2.pdf
save_last_word.pdf

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com>

<http://www.icsd.k12.ny.us/legacy/district/staffdev/bderfel/icsdparticipatesresources.htm>

~~~~~I WELCOME FAMILY COLLABORATION~~~~~  
1/18/06 607-272-8742

***If you would like this letter translated or read to you over the phone, please let me know and I will arrange to do this for you.***

Dear Families,

We have completed our unit on Colonial America, and are now beginning a unit about the events leading up to the American Revolution. Students will be reading chapter five in the text, and answering the section review questions. They will read chapter one in Rebels Against Slavery, and write a three-paragraph essay about the information in this reading. In class we will watch a film called "Kanehsatake, 270 years of Resistance," which documents the continuing struggle over land rights between the Mohawk and the nations of Canada and the United States.

On the back of this update is a summary describing this film. It will take us three days to view it, and then one day to discuss it as a class. Students will then be involved in a group activity in which each group takes the side of either England or the Colonies, creating a letter to the editor or political cartoon expressing their point of view about the movement towards independence. These letters and cartoons will be presented in class, with each group explaining the specific details in their piece. There will be a short reading and activity from a book called Guess Who's Jewish in America, and another from the book American Women.

If you have any resources that you can suggest, which will help me present more perspectives about this period in American History, I would greatly appreciate your sharing these with me. If you have resources that are adult-level, rather than student-level, that's fine, because I can read these and then develop my own lessons.  
I hope that this information is useful to you. If you can think of ways to make these updates more informative, I would appreciate your feedback.

As always, please feel free to come in and observe our class anytime. Just sign in at the office and they will send you to my room (A108). You do not need to let me know ahead of time. You may contact me by leaving a message on my home phone (before 8:30), school voice mail ext. 2125, or by sending in a note. I will call you back promptly. If you do send in a note, please ask your daughter/son to have me sign it, so that you know I have seen it. I look forward to meeting you soon.

Sincerely,

Barry Derfel

Please sign and return the bottom section.

---

Your name: \_\_\_\_\_

Your signature: \_\_\_\_\_

Student name: \_\_\_\_\_

~~~~~I WELCOME FAMILY COLLABORATION~~~~~

1/3/06

607-272-8742

If you would like this letter translated or read to you over the phone, please let me know and I will arrange to do this for you.

Dear Families,

Welcome to the beginning of a new year! In social studies class we are focusing on the Colonial Period of American History. This unit began just before break, and will last through next week. This unit will end with a test on Friday, January 13th, and I will be teaching a lesson on how to study for a test on Tuesday, January 10th.

If your child stays up to date on the assignments for this unit, she/he should find the test to be a reasonable and manageable challenge. Students have recently turned in a set of answers to 30 questions from the Rebels Against Slavery book, and are currently completing a three-page map assignment, which is due Wednesday. In class this week, they will be taking notes about the New England, Middle, and Southern Colonies. Along with this work is the bi-weekly reading/essay assignment. The reading for this essay is from page 92 – 112 in the textbook, and it is due on Monday, January 9th or Tuesday, January 10th.

I am trying to bring in as many perspectives as possible for this unit, and I welcome any suggestions that you may have about materials that could be used. For instance, I have been using an excellent book, Rebels Against Slavery, to teach about the creation of the system of enslavement in North America, as well as the continued active resistance to that system. Along with this book and the American Nation text, I am also using excerpts from a book entitled American Women, by Doreen Rappaport, to show how women were clearly demanding to be included in the decision-making process during the colonial period in American History. If you have any resources that provide insight into other aspects of this history, I would be grateful to hear of them.

Please feel free to come in and observe our class anytime. Just sign in at the office and they will send you to my room (A108). You do not need to let me know ahead of time. You may contact me by leaving a message on my home phone (before 8:30), school voice mail ext. 2125, or by sending in a note. I will call you back promptly. If you do send in a note, please ask your daughter/son to have me sign it, so that you know I have seen it. As always, I appreciate your support and input. Working together with you to help your children be successful is important to me.

Sincerely,

Barry Derfel

Please sign and return the bottom section.

Your name: _____

Your signature: _____

Student name: _____

Organizations in Tompkins County Working for Racial/Social Justice

Please contact organizations directly to find out how you can get involved

ACTION: (Activists Committed To Interrupting Oppression Now): Dealing with Ithaca City School District inequity issues for students of color, low-income students, and students with disabilities. Advocates for the hiring & retention of staff of color. (607) 272-3622; (607) 272-2292 ext. 135.

CUSLAR: (Committee on U.S.—Latin American Relations): Promotes cultural & political awareness of the relationship between Latin America & the U.S. (607) 255-7293; www.cuslar.org

Diversity Consortium of Tompkins County: Networking to improve diversity in the workplace. (607) 255-8305; diversityconsortium.org

GIAC (Greater Ithaca Activities Center): Dedicated to improving the quality of life for underrepresented & disenfranchised populations and fighting against oppression & intimidation in our community. (607) 272-3622; giacmain@cityofithaca.org

Ithaca Asian American Association: Promotes, educates, & celebrates Asian & Asian-American heritage & cultures while upholding the rights of all Asian-Americans (17% of Ithaca's population). (607) 257-3207; ithacaaa.org

Immigrant Rights & Workers' Center: Standing up with all people treated unfairly at work or faced with critical poverty, racial, housing, health care or other social & economic issues. (607) 269-0409; tcworkerscenter.org

Ithaca Youth Bureau: Provides a wide variety of recreation programs & youth services to promote health, happiness, and well-being and is committed to recruiting a diverse workforce and providing a respectful, inclusive environment. (607) 273-8364; iyb@cityofithaca.org

Latino/a Civic Association: Empowering Latina/o residents and providing a vehicle for social, cultural, educational, & civic expression. (607) 277-8699; latinocivicassociationtc.org

Multicultural Resource Center: Provides information, diversity workshops, collaborations, resources, & cultural celebrations to increase awareness of the variety of cultural identities in Ithaca. (607) 272-2292; multicultural-resource.org

O.A.R. (Opportunities, Alternatives, & Resources): Offers bail loans for pre-trial detainees; provides assistance to county jail inmates with their relationships outside the jail. O.A. R. offers ex-inmates resources for the transition out of jail. (607) 272-7885; oartompkins.org

Re-evaluation Counseling (RC): Supports people to free their intelligence from imposed hurts (racism in particular), form deep & diverse relationships, and take & sustain social change leadership. <http://rc.org/uer/index.html>

Southside Community Center (SSCC): Empowers & develops self-pride among African-Americans. SSCC is a resource for education, recreation, and political & social awareness for all. (607) 273-4190; sscc-ithaca.org

STAMP (Southern Tier Advocacy & Mitigation Project): Contradicts criminalization, challenges New York State's over-reliance on incarceration, & promotes self-respect, empowerment, leadership, & self-determination of youth of color. (607) 277-2121; stamp-cny.org

Tompkins County Human Rights Commission: Free support with rights, disputes, and alleged violations of anti-discrimination laws. (607) 277-4080; humanrights@tompkins-co.org

Village at Ithaca: Works for equity in the Ithaca City School District. Focusing on eliminating race, class, & disability as predictors of student success. (607) 256-0780; villageatithaca.org

Whole Community Project (WCP): Promoting a healthy, socially just, diverse, & inclusive community for all of us. Community-driven initiatives include *Gardens for Humanity* and many others. WCP is a project of CCE Tompkins. Jemila Sequeira, (607) 272-2292; es538@cornell.edu

Our local high schools have groups too!

- **LACS (274-2183):** Asian Students Club, Ending Cycles of Oppression Committee, Students & Staff for Equity, and The Diversity Focus Group.
- **IHS (274-2164):** The Circle of Recovery, Asian American Club, Sistah's Time, SPIRIT, and The African Latino Club.

This list was created in 2007 and is non-exhaustive. Provided by Liz field, MRC.

Save the Last Word for ME

Developed by Patricia Averette

Purpose

To clarify and deepen our thinking about articles we read.

Roles

Timekeeper/facilitator who both participates and keeps the process moving.
The process is designed to build on each other's thinking, and not to enter into a dialogue.
Participants may decide to have an open dialogue about the text at the end of the 30 minutes.
Timing is important; each round should last approximately 7 minutes.

Total Time

Approximately 30 minutes

Protocol

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the article, and highlights that passage.
3. When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person (the *presenter*) says nothing about why s/he chose that particular passage.
4. The group should pause for a moment to consider the passage before moving to the next step.
5. The other 3 participants each have 1 minute to respond to the passage—saying what it makes them think about, what questions it raises for them, etc.
6. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to—or build on—what s/he heard from his/her colleagues.
7. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”
8. Optional open dialogue about the text and the ideas and questions raised during the first part of the protocol.
9. Debrief the experience. How was this a useful way to explore the ideas in the text and to explore your own thinking?

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Words, by Joey Cardamone

| Subject | Grade | Time Length | Author |
|-----------------------|--------------|--------------------|---------------|
| English Language Arts | 9 | 3 days | jcardamo |

Lesson Description

Using video and text speeches of MLK, students will generate their own creative writing in response.

Major Understanding

- Words are powerful elements of culture.
- We can use words to inspire and effect change.
- MLK's words are an important part of our history and we can use them to enhance our understanding of our society and our lives.

Essential Questions

- What does MLK say about American society?
- How does he use his words to explain his vision?
- What connections can we make between his ideas and our lives now?
- How can we create a response to King's words?

Skills

- Reading
- Writing
- Interpreting
- Sharing
- Analyzing.

Vocabulary

The vocabulary will be generated through particular quotations from *Where Do We Go From Here: Chaos or Community?*

Assessment

Students will be assessed on their oral and written responses to MLK's words and to each others' pieces.

Rubric will include evaluation of oral presentation (eye contact, fluency, tone), written presentation (creativity, word use, literary elements), response to presentations (respectful listening, meaningful comments),

Procedure

1. Show MLK videos, read portions of the book, utilize the ICSD Participates in the MLK Community Build wiki. Teacher and/or students should choose selections from the book which they find particular relevant to their own lives.
2. Through discussion, help students analyze his ideas about inequity and share experiences of inequity.
3. Students will choose a quotation to respond to.
4. Students will generate a word wall for all the class to use.
5. Students will write a poem, story, song, using the words. Then they will text, post on social network, and/or email their creation to the other students for response.

Technology Integration

- MLK Wiki, cell phone, Facebook, YouTube.
- Students will use 21st century means for social interaction.

Culturally Affirming Components

- Diverse experiences and people will be represented.
- Students will use 21st century means for social interaction.
- Students will make connections between school and their own lives.

Special Needs Accommodation

Differentiated Instruction: Students can read or listen to excerpts from the book; students have multiple ways to show they have learned, etc.

Resources

- Wiki: ICSD Participates in the MLK Community Build
- MLK Community Build website
- YouTube
- Cell phones
- email
- *Where do We go From Here: Chaos or Community?*
- Video of MLK speeches

NYS Standards

Language Arts 2005

Reading (9-12)

Determine the meaning of unfamiliar words by using classroom and other resources (9-12)

Distinguish between dictionary meaning and implied meaning of the writer's words (9-12)

Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (9-12)

Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles (9-12)

Listening (9-12)

Listen respectfully and responsively (9-12)

Recognize the use and impact of effective language (9-12)

Identify own purpose for listening (9-12)

Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (9-12)

Speaking (9-12)

Respond respectfully (9-12)

Use a presentational format appropriate for the audience and purpose (9-12)

Apply delivery techniques such as voice projection and demonstrate physical poise (9-12)

Writing (9-12)

Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (9-12)

Use tone and language appropriate to the audience and purpose (9-12)

Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing) (9-12)

Use computer technology to create, manipulate, and edit text (9-12)

Supporting Materials

Supporting Web Sites

mlkcommunitybuild.org

<http://icsdmlkhome.wikispaces.com/>

<http://mlk-kpp01.stanford.edu/index.php/>

<http://www.thekingcenter.org/DrMLKingJr/Biography.aspx>

<http://www.teachertube.com/>

Stereotypes, by Joey Cardamone

| Subject | Grade | Time Length | Author |
|-----------------------|-------|-------------|----------|
| English Language Arts | 9 | one week | jcardamo |
| | | | |

Lesson Description

Students will list common stereotypical perceptions of different groups and then write anecdotes about their experiences with stereotypes. Finally, we will read and share the anecdotes.

Major Understanding

- Different groups are stereotyped by others and themselves.
- In Ithaca High School, students form groups based on rural/urban, black/white, rich/poor, male/female, etc.
- The more information we have about others, the less likely we are to generalize about them.

Essential Questions

- How do we form our perceptions of others?
- How do the stereotypes limit us?
- How do stereotypes impact us?
- How can we move beyond our stereotypes?

Skills

- Empathy
- Reading
- Writing
- Discussing
- Listening
- Action

Vocabulary

Stereotype, generalization, perception, ethnocentrism

Assessment

Participation and effort as an active learner and as a support to others' learning will be evaluated.

Procedure

Review *Ground Rules* of respect, listening, sharing air time.

Teacher will read passages from MLK book: pg. 202, last paragraph, pg. 130, last paragraph, or 2nd to last paragraph, pg. 130, or pg. 83, Section II, substituting "rural," "poor," etc. to show how the premise applies to us all.

We will list stereotypical ideas about various groups. Each student will write about an experience of stereotyping, from the point of view of the receiver, the giver, or the bystander of stereotyping. The stories will be collected and distributed back to be read by another student. (The stories are anonymous). After reading, students will share, agree, and analyze the incidents.

Technology Integration

- Students can choose one of the Essential Questions to respond to on the Wiki.
- Students can brainstorm a list of the implications of this work and post it to the Wiki.

Culturally Affirming Components

- The groups being studied will represent the diversity at Ithaca High School.
- *Ground Rules* will be established so all students are included and feel safe.

Special Needs Accommodation

Assistance with writing will be provided as needed.

Resources

NYS Standards

Language Arts 2005

Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (9-12)

Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles (9-12)

Listen respectfully and responsively (9-12)

Recognize the use and impact of effective language (9-12)

Demonstrate appropriate body language as a listener (9-12)

Respond respectfully (9-12)

Initiate communication with peers and adults in the school and local community (9-12)

Use a presentational format appropriate for the audience and purpose (9-12)

Apply delivery techniques such as voice projection and demonstrate physical poise (9-12)

Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (9-12)

Identify the intended audience (9-12)

Use tone and language appropriate to the audience and purpose (9-12)

Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing) (9-12)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Scatterplots and Correlation, by Caline Khavarani

| Subject | Grade | Time Length | Author |
|-------------|-------|-------------|------------------|
| Mathematics | 9 | 2 Days | caline.khavarani |

Lesson Description

Students will use data on high school dropout rates and property crime rates to create a scatterplot, analyze the data and discuss trends they see over the last 30 years. Students will make connections between this data and Dr. King's statement that: "The roots of racism are very deep in America. Historically it was so acceptable in the national life that today it still only lightly burdens the conscience. No one surveying the moral landscape of our nation can overlook the hideous and pathetic wreckage of commitment twisted and turned to a thousand shapes under the stress of prejudice and irrationality" (pgs. 72 - 73).

Major Understanding

- A scatterplot can be used to determine whether a correlation exists between two sets of data.
- Inequities still exist among whites, blacks and Hispanics, as far as high school dropout rates.

Essential Questions

- How do we create a scatterplot?
- How do we analyze the correlation of a scatterplot?
- How do we analyze data from a table?
- What trends can we find in regards to high school dropout rates and ethnicity?
- Why do minorities tend to drop out of high school more often?
- How are high school dropout rates and property crime rates associated?

Skills

- Create a scatterplot (students should have already been introduced to this concept).
- Analyze correlation.
- Read data from a table.

Vocabulary

Scatterplot, correlation, association and causation.

Assessment

- Homework
- Test and/or quiz on scatterplots at the end of the unit.

Procedure

PLEASE SEE ATTACHED HANDOUT

Pacing: It would work well to split this lesson up between two days to allow for time to teach the math AND have meaningful discussions about the data. There is a lot here! Questions 1, 2 and 3 can be taught on day one. This way you can have discussions about the results. Then, question 4 can be taught on day two, allowing the class plenty of time to discuss the patterns they see in the table.

DAY ONE:

1. Give question number 1 as a warm-up. Ask students to discuss their thoughts.
2. Allow students to try question 2, then go over their answers to ensure they understand correlation.
3. Go over the directions, then allow students to complete question 3. Students might be confused by the third variable of “time” when making the scatterplot. This is why the independent and dependent variables are clearly stated in question 3a. The graph in 3a will have a positive slope even though the rates are decreasing over time – this would allow for a great discussion on what time has to do with this function, and what the graph actually expresses.
4. Discuss student answers on question 3

DAY TWO:

1. Introduce students to the data in the table. Go over some specific pieces of data to ensure they understand what each one means.
2. Then allow students to answer parts a, b and c.
3. Guide students in a class discussion. Hopefully, it's a meaningful one!
4. Allow the students 5-10 minutes to complete their reflections. Ask them to be honest and thorough so you can benefit from their responses.
5. Collect the papers so you can read the reflections.

Technology Integration

- Students may use their graphing calculators to help create the scatterplot.
- Teachers and students might be inspired to further research this data on the internet.
- Students may choose to share their reflections on the appropriate page of the MLK wiki.

Culturally Affirming Components

- Students will reflect on their understandings of equity and racism.
- In order to help engage all students in the discussion and to help foster a safe atmosphere, educators should carefully guide the discussions that result from this lesson.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their thoughts.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

Extended time will be provided as needed.

Resources

You could also use local Ithaca data for this lesson. To access that data, view the Equity Report Card: see link below (in "supporting websites").

NYS Standards

Math 2005

Create a scatter plot of bivariate data (9-12)

Identify the relationship between the independent and dependent variables from a scatter plot (positive, negative, or none) (9-12)

Understand the difference between correlation and causation (9-12)

Supporting Materials

MLK_Scatterplots and Correlation.doc

Supporting Web Sites

http://www.icsd.k12.ny.us/index.php?option=com_content&task=view&id=41&Itemid=77

<http://www.childtrendsdatabase.org/>

<http://icsdmlkhome.wikispaces.com/>

1. Read the excerpt below and underline any words or phrases that strike you. It is from Where Do We Go From Here: Chaos or Community?, written by Martin Luther King, Jr. in 1967.

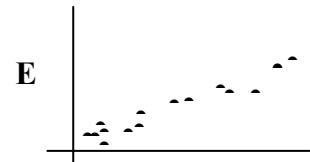
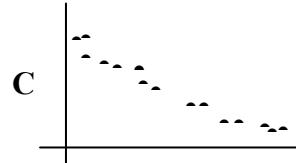
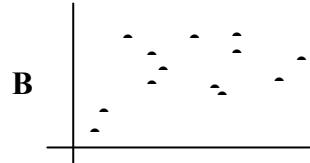
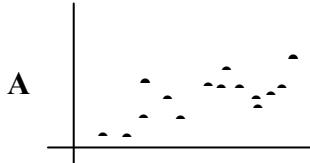
“The roots of racism are very deep in America. Historically it was so acceptable in the national life that today it still only lightly burdens the conscience. No one surveying the moral landscape of our nation can overlook the hideous and pathetic wreckage of commitment twisted and turned to a thousand shapes under the stress of prejudice and irrationality” (pgs. 72 - 73).

- a) From what you know about the 1960's, do you believe that what Martin Luther King, Jr. wrote was true at the time?
-

- b) Do you think what he wrote is still true today? Why or why not?
-
-

2. Each scatterplot below has a positive or negative correlation. Fill in the table below with the letter of the appropriate graph. Each graph is used exactly once.

| | Strongest | Moderate | Weakest |
|----------|-----------|----------|---------|
| Positive | | | |
| Negative | | | |



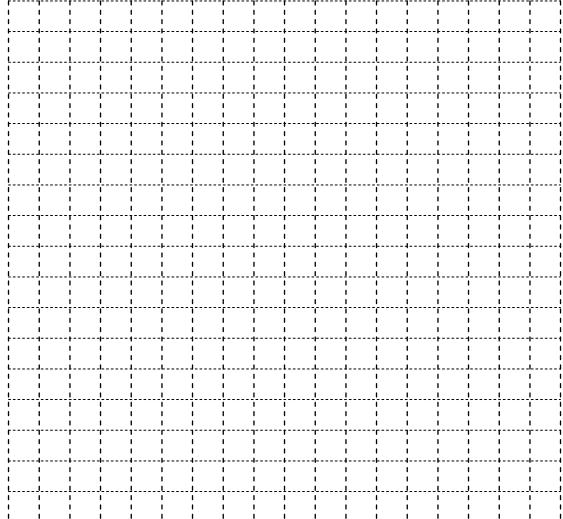
3. The following table shows high school dropout and property crime in the United States for various years.

| Year | 1975 | 1985 | 1995 | 1997 | 1999 | 2001 | 2003 | 2005 |
|--|------|------|------|------|------|------|------|------|
| High School Dropout Rates of 16- to 24-Year Olds | 13.9 | 12.6 | 12.0 | 11.0 | 11.2 | 10.7 | 9.9 | 9.4 |
| Property Crime Rates (theft, burglary, shoplifting, arson, etc.) | 4.81 | 4.65 | 4.59 | 4.31 | 3.74 | 3.66 | 3.59 | 3.43 |

SOURCES: US Bureaus of Justice Statistics (2004), Federal Bureau of Investigation (2008), Child Trends Bank

*See note at bottom of page three

a) Make a scatterplot of the data above on the grid to the right. Label your axes using the provided boxes. Use the number of high school dropouts as your independent variable and the property crime rates as your dependent variable.



b) Take a look at the scatterplot and look for any trends. Is there a correlation between the number of dropouts and the number of property crimes? If so, is it positive or negative?

c) Is this simply an example of correlation or is it also an example of causation? In other words, do you think the decreases in the number of high school dropouts *caused* the decreases in property crimes? Why or why not?

4. Now take a look at the dropout rates broken down by Race and Hispanic Origin

| Year | 1975 | 1985 | 1995 | 1997 | 1999 | 2001 |
|--|------|------|------|------|------|------|
| High School Dropout Rates of 16- to 24-Year Olds | 13.9 | 12.6 | 12.0 | 11.0 | 11.2 | 10.7 |
| White, non-Hispanic | 11.4 | 10.4 | 8.6 | 7.6 | 7.3 | 7.3 |
| Black, non-Hispanic | 22.9 | 15.2 | 12.1 | 13.4 | 12.6 | 10.9 |
| Hispanic | 29.2 | 27.6 | 30.0 | 25.3 | 28.6 | 27.0 |

SOURCE: Child Trends Data Bank

a) Please describe any associations you see between dropout rates and race.

b) Also, look for trends over time. For example, what happens to the number of dropouts of each race over time?

c) Can you think of any reasons why these trends exist? We will discuss these as a class, so think carefully! Try to come up with at least three.

Reflection: Please summarize what you learned today in 2-3 sentences. Feel free to include your personal sentiments about our class discussion.

*The property crime rates were measured out of 100 inhabitants. So for example, in 1975, 4.81 property crimes were committed per 100 inhabitants. (This is typically how property crimes are measured.)

The dropout rates are measured similarly, per 100 people between the ages 16 and 24. For example, in 1975, out of 100 people between the ages of 16 and 24, 13.9 people (between these ages) were either not enrolled in high school or were lacking a high school credential.

Unit: Community or Chaos? The Influence of Urban Art, by Jocelyn Lutter

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Visual Art | 9-12 | Three Weeks | jlutter |

Lesson Description

Students will reference quotes from the book, *Where Do We Go From Here: Chaos or Community?* by Martin Luther King Jr. to understand the importance of community and sense of place. Students will work with local Urban and Graffiti Artist Jay Stoops to gain an understanding of the importance, relevance and purpose of Urban Art in community development and will understand how public art promotes community and place. Students will create their own stencil that utilizes symbolism and imagery to make an image that presents a social or political issue to potential public viewers.

Major Understanding

- Students will understand the influence that public art has on creating a sense of community.
- Students will learn how to create imagery that is meaningful to them and that speaks to viewers about a political or social justice issue.

Essential Questions

- What is community?
- What is the purpose of Urban Art?
- How can we use art to create a greater sense of community?

Skills

- Brainstorming
- Sketching
- Visual Planning
- Stenciling
- Creating Linear and 'Graphic' Images
- Collaboration
- Painting
- Spray Painting
- Analyzing Public Art
- Combining Imagery

Vocabulary

Urban Art, Graffiti, Community, Chaos, Public Art, Stencils, Line, Color, Form, Political Awareness, Social Awareness, Multimedia, Symbols, Symbolism, Brainstorming, Planning.

Assessment

Students will be assessed formatively throughout the assignment for general comprehension through questions, group work, independent progression and one on one help.

Students will be assessed summatively at the end of the project through a self evaluation, a written and verbal class critique and the presentation of a complete and well crafted piece of art.

Procedure

Technology Integration

- PowerPoint presentations will be used. **First**, students will receive a PowerPoint presentation on the purpose of Urban Art. **Second**, students will view a PowerPoint presentation on stenciling, how to create a stencil and how stencil images can be used in public art.
- Students will also watch YouTube clips on Urban Art making and stenciling.
- Students will have the option of taking a digital photo of their piece and posting this image onto the appropriate page of the MLK wiki.

Culturally Affirming Components

- Students will be exposed to Urban art created by guest artist Jay Stooks.
- Students will view examples of local public art as well as examples of public art in NYC, Philadelphia and London.

Special Needs Accommodation

Students will receive one-on-one assistance, a visual brainstorming plan for creating their stencil, and a practice stencil to experiment with. Students with individual needs will be assisted as needed throughout the unit.

Resources

NYS Standards

Visual Art 1996

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. (9-12)

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. (9-12)

create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints (9-12)

create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images (9-12)

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. (9-12)

Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts. (9-12)

select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums (9-12)

Students will respond critically to a variety of works in the arts, connecting the individual work to

other works and to other aspects of human endeavor and thought. (9-12)

Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. (9-12)

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. (9-12)

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society. (9-12)

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Three Groups and Three Things about Us, by Amelia Habicht

| Subject | Grade | Time Length | Author |
|---------|-------|-----------------|----------|
| Other | 9-12 | 60 - 75 minutes | ahabicht |

Lesson Description

Participants will join a small group of peers, with whom they have something in common around an identity of some social relevance. In these small groups, they will discuss:

- Three things I am proud about being a(s)
- Three things I have heard that are stereotypes about being a(n)
- Three things I never again want to hear said about or see done to a(n)

After generating these lists, each small group will share the answers with the entire group, including providing some correct information regarding the stereotypes.

The exercise should be conducted with 20-25 secondary students, facilitated by an educator.

Major Understanding

- Each of us has multiple identities.
- There are very real experiences that everybody has that are grounded in their identities.
- The experiences that those who are different from us have will not be evident to us unless we listen.
- Active, open listening allows students to build empathy.

Essential Questions

- Do our identities matter?
- Can people really understand and put themselves in the shoes of people with another identity?
- What will happen if people are afforded a space to really share honestly their feelings about their identities and the dynamics of oppression surrounding their identities?

Skills

Objectives:

- To create unity among participants around meaningful identities.
- To generate better understanding within and across group memberships.
- To afford participants the format to share feelings and perspectives honestly.
- To allow students to learn through active, open listening to their peers' experiences and to build empathy.
- To connect to the text *Where Do We Go From Here: Chaos or Community?* By Dr. King., (Chapter 4, second half of paragraph one).

Vocabulary

Empathy, Identity, Oppression

Assessment

- Participants will complete a self-rating feedback form which indicates their progression in the major understanding areas.
- Participants will identify specific new insights they have gained in each of the major understanding areas.

Procedure

Ground Rules:

- Listen to each other completely.
- Maintain confidences within this room.
- Seek first to understand others.
- Show respect in the way you would want to be shown respect.
- If you are angry, try to use "I statements" to express it.
- Understand that individuals represent their whole selves, not more, not less.
- Each person's view or experience is unique, personal, and important, and does not represent the view or experience of their entire group.
- Everyone here is a member of multiple groups, some of which others may know and some of which others may not know.

Schedule Total of 70 minutes- (this lesson may need to be broken into 2 class periods, so that 2 groups share during the first session, and the 3rd group shares at beginning of second session; closure occurs during the second session):

15 minutes: Introduction and group formation

15 minutes: Small groups - "3 things" time

25 minutes: Large group - Share out time

15 minutes: Closure

Introduction and group formation (15 minutes):

- Review the objectives, ground rules, the number of groups to form, and the "3 things" that each group will discuss and share.
- Read the text out loud to the group: Chapter 4, pg. 109, beginning with " Putting oneself in" and ending with " this society has put on color". Emphasize that this lesson is intended to work toward building such empathy as Dr King writes about in this passage.
- Brainstorm meaningful identities that group members have, on which they would be willing to speak to others on the 3 questions; record on newsprint.
- Take a vote on which would be the groups that participants most want to speak and hear about - each participant gets 3 votes; record on the list.
- Mark the 3 groups with the most votes.
- Ask participants if everyone would have a group to join from those 3.
- Continue through the list until everyone has a group; modify the list so that the final number selected is not more than 6.

Small groups - 3 Things time (15 minutes):

- Each group discusses:
 - Three things I am proud about being a(n)
 - Three things I have heard that are stereotypes about being a(n)
 - Three things I never want to hear said about or see done to a(n)
- Small groups should record their answers on newsprint. There may be more than 3 items for each question, and if so, the small group should choose three to share with the large group.

Large group - Share out (25 minutes):

- One group at a time shares their 3 Things about each question.
Facilitator should encourage the speaker(s) to provide some historical context and correct information regarding the stereotypes outlined.
- The other groups listen openly, without responding.
- The group may answer 1-2 questions if there seems to be time.

Closure - (15 minutes):

- Facilitators ask for a few responses to the following questions (alternative: ask participants share in pairs with each other):
 - What did you learn from the groups you heard from?
 - What did you learn from your own group?
 - Complete evaluation form and write on the discussion page of the wiki.

Technology Integration

Participants will go to the discussion section on the appropriate page of the MLK wiki and respond to the following prompt: (The teacher will need to add this prompt to the wiki ahead of time.)

- *Identify specific new insights you have gained in each of the major understanding areas.*

Culturally Affirming Components

- The facilitator will need to help individuals with identifiable areas of privilege share the air time and listen non-defensively.
- The facilitator(s) will need to ensure that all participants have access to the text, the support needed to complete the writing task, and have been included in the discussion.

Special Needs Accommodation

The facilitator(s) will need to ensure that all participants are able to access the text, complete the writing task, and have been included in the discussion.

Resources

Where Do We Go From Here: Chaos or Community?

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

Breakin' it down, building schools where all students succeed (ELA version)

| Subject | Grade | Time Length | Author |
|-----------------------|--------------|--|---------------|
| English Language Arts | 10 | 5 days, with additional time for students to take action | bderfel |
| | | | |

Lesson Description

In this lesson, students will engage in a critical analysis of possible reasons why all students are not successful in our schools, and they will articulate their own vision of what can be done to change this. Students will use an analysis provided by Barry Derfel, excerpts from Dr. King's *Where Do We Go From Here: Chaos or Community?*, Curt Oliver's summary of "America the Beautiful," BOE Policy #4350, and their own experience and background knowledge to formulate their own explanations for why all students are not successful in our schools. In addition, students will propose ways to increase the likelihood that all students are successful in our schools, and they will take action to promote these solutions.

Major Understanding

- "We are tied together in a single garment of destiny," (King, 1967, pg. 54).
- The analyses and action steps presented in King's book are both relevant and applicable to the issue of racial tensions and disproportionality in our schools.
- All students will benefit when race, class, disability, and place of residence are no longer predictors of academic success, participation, and discipline.
- The Ithaca City School District has board policy which supports efforts to affirm all students.
- Effective democracy requires an active and involved citizenry.
- Students have a vital role to play in keeping our democracy alive.

Essential Questions

- Are our schools set up to ensure that all students succeed?
- What is student success and how can we measure it?
- What is the purpose of school?
- How will success rates increase for all students when educators, families, students, and communities come together to read, discuss, and act on Dr. King's last book, *Where Do We Go From Here: Chaos or Community?*

Skills

Students will:

- Read, analyze, and evaluate provocative text.
- Articulate explicit connections between what they read and their own lives.
- Develop and communicate a vision for improving the quality of their lives, and the lives of others.
- Take action to improve the quality of their lives, and the lives of others.

Vocabulary

Effective democracy, community, privilege, BOE Policy, disproportionality, “single garment of destiny”

Assessment (For each of the items below, teachers will need to provide students with a rubric which shows how their work will be evaluated.)

Students will communicate a vision for improving the quality of their lives, and the lives of others. Activity options include:

- write a post on the discussion section of the IHS page of the MLK wiki
- compose a song or poem
- present an oration
- create an advertisement, political cartoon, or pamphlet
- write a letter to the editor or an article

Students will communicate this vision to an audience that is currently involved/could become involved in the effort to promote this vision. Potential audiences include:

- family, students, staff, ICSD Board of Education, student organizations/clubs, Village at Ithaca, ACTION, broader Ithaca community, City or County Councils, Ithaca Youth Bureau, etc. (See the attached list for contact information, etc.)

One specific action a student could take would be to encourage an organization that she/he is connected to (religious congregation, youth group, favorite restaurant, etc.) to join on as a signer of the “Declaration of Shared Values.” (See attached.)

Procedure

Prior to these lessons (as with all units), the teacher should send home a brief update to families which explains what the students will be working on, and which invites families to provide input before, during, and after these lessons are implemented. The teacher should include the content map in this update, and should have students read this update before taking it home.

Period One: Students are asked to spend five minutes writing a response to the prompt: “Are our schools set up to ensure that all students succeed?” Students are then put into groups of three to do the following:

- 1 person will speak for 3 minutes, sharing her/his thoughts about the prompt. The other two students are to use body-language and verbal cues to show the speaker that they are paying attention. However, **they may not interrupt**, share their ideas, etc. This is a time when the speaker “has the floor.” The teacher acts as time-keeper, and after 3 minutes she/he lets students know that it is time for the 2nd person in the group to speak. This cycle repeats one more time. The teacher then facilitates a general class discussion of the prompt.

Period Two: Students read (or listen to) excerpts from Dr. King's book, including pgs. 181 - 196. Using a “t-chart” to record student input, the teacher facilitates a discussion in which students identify “assumptions/assertions in the text I strongly agree with,” and “assumptions/assertions in the text I strongly disagree with.” It is more than likely that the same items will appear on both sides of the chart. The teacher then prompts students to work through (in discussion) the implications of the information on the charts. Students are then asked to write on their own a response to the following prompt: “In what ways has school been set up to support my continued success and/or inhibit my continued success?”

Period Three: Students are shown where on the ICSD website BOE Policies are located. Students then read BOE Policy #4350 to themselves. **Prior to reading**, the teacher should tell the students that they will need to highlight or circle two or three sentences/phrases that they particularly want to react to. After each student has completed the reading, the teacher has them form groups of four to discuss the reading, using the “Save the Last Word For Me” discussion protocol (see attached). When this is finished, the teacher facilitates a class discussion: “What are the implications of BOE Policy #4350?”

Period Four: Students read “An Honest Attempt to Explain Why *All Students* Are Not Successful in Our Schools.” **Prior to reading**, students are told that they will need to highlight or circle two of the author’s *assumptions*, two assertions they *agree* with, and two assertions they *disagree* with. After students have read the article, they get into groups of three. First, one student at a time shares the two assumptions she/he identified. After every student shares, the group has a 5 minute discussion about these. (The teacher acts as time keeper.) Next, the students each share the two assertions she/he agreed with and continue with the same process. Repeat for the two assertions that students disagree with. Students then write one their own, addressing the prompt: “This reading is connected to my life...”

Period Five: The teacher reads aloud (or plays an audio version of) “America the Beautiful.” Students then read Curt Oliver’s summary of this song (see attached). The teacher facilitates a discussion of how Katherine Lee Bates used song/poetry to express political and social commentary. The teacher then draws student attention back to the content map and has them look at the assessment options. The teacher assigns a due-date, distributes a grading rubric for the assessments (include elements from the ELA standards), and informs students about how they can access support for successfully completing this work. The teacher explains to students how they will share their work so that the teacher can grade their “communication of the vision” and how students will document that they have shared their work with an appropriate audience.

Technology Integration

- IHS page of the “ICSD Participates in the MLK Community Build” Wiki -*Students use digital media and environments to communicate their work collaboratively, including at a distance, to support learning and contribute to the learning of others (ISTE)*.
- ICSD Website - *students apply digital tools to gather, evaluate, and use information (ISTE)*.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision - *create original works as a means of personal and group expression (ISTE)*.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use online culture-generated resources to deepen these understandings- *develop cultural understanding and global awareness by engaging with learners of other cultures; evaluate and select information sources and digital tools based on the appropriateness to specific tasks (ISTE)*.

Culturally Affirming Components

- Students will take action to improve the quality of their lives and the lives of people in their communities.
- To help engage all students in the discussion and to help foster a safe atmosphere, educators will use the text-protocols identified in the supporting files section.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision.
- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming. For examples of how to do this, look at the “family letters” (attached).
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

- Students will be able to listen to an audio version of the book.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision.
- Students will be told that they will have extended time as needed.

Resources

“Curt Oliver's summary of “America the Beautiful”

Where Do We Go From Here: Chaos or Community? by Dr. Martin Luther King, Jr.

“An Honest Attempt to Explain Why All Students Are Not Successful in Our Schools.”

ICSD Board of Education Policy #4350 - Multicultural/Multi-Ethic Education

NSRF text-based discussion protocols (Save the Last Word for Me)

If educators choose to expand this lesson, the following resources may also be useful: “Fostering Diversity in Our Schools” at the following link:

(<http://www.icsd.k12.ny.us/legacy/district/staffdev/bderfel/derfel.option.e.fostering.diversity.in.schools.pdf>)

List of local organizations working for social justice.

Declaration of Shared Values

NYS Standards

Language Arts 2005

Reading (9-12)

Identify the purpose for reading (9-12)

Determine the meaning of unfamiliar words by using classroom and other resources (9-12)

Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (9-12)

Listening (9-12)

Listen respectfully and responsively (9-12)

Recognize the use and impact of effective language (9-12)

Demonstrate appropriate body language as a listener (9-12)

Identify own purpose for listening (9-12)

Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (9-12)

Speaking (9-12)

Respond respectfully (9-12)

Initiate communication with peers and adults in the school and local community (9-12)

Use a presentational format appropriate for the audience and purpose (9-12)

Use the conventions of standard spoken English appropriate to the message and audience (9-12)

Apply delivery techniques such as voice projection and demonstrate physical poise (9-12)

Use nonverbal communication techniques to help disclose message (9-12)

Use visual aids and props effectively (9-12)

Writing (9-12)

Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (9-12)

Identify the intended audience (9-12)

Use tone and language appropriate to the audience and purpose (9-12)

Use an organizational format that provides direction, coherence, and/or unity (9-12)

Use computer technology to create, manipulate, and edit text (9-12)

Supporting Materials

BOE Policy 4350

Oliver document

An honest attempt to explain why all students are not successful in our schools

Derfel.option.e.fostering.diversity.in.schools (see weblink:

<http://www.icsd.k12.ny.us/legacy/district/staffdev/bderfel/derfel.option.e.fostering.diversity.in.schools.pdf>

Local organizations working for racial and social justice

Sample family letter1.pdf

Samplefamilyletter2.pdf

Save_last_word

Declaration of shared values

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

<http://www.icsd.k12.ny.us/legacy/district/staffdev/bderfel/derfel.option.e.fostering.diversity.in.schools.pdf>

http://www.icsd.k12.ny.us/index.php?option=com_wrapper&Itemid=245

4350 – Multicultural/Multiethnic Education

The Ithaca City School District's mission is to educate every student to become a life-long learner; to foster academic, social, emotional and physical development; to nurture an understanding and respect for all people in a multicultural and multiethnic world; and to promote responsible citizenship in a democracy and to this end the Ithaca City School

District will provide a multicultural education for all students Prekindergarten through 12th grade.

Multicultural education promotes respect and understanding for people of all cultures, ethnicities, languages, physical or mental abilities, genders, sexual orientations, socio-economic classes, races, ages and religions. The District recognizes that diverse backgrounds often lead to deep differences in attitudes, beliefs, and actions. While those differences can create miscommunication, misunderstanding and conflict, the District will work to develop a learning environment that overcomes those potential problems and instead celebrates the benefits that differences allow. To that end we will create a dynamic learning environment, which promotes diverse thinking and learning as well as multiple viewpoints. Multicultural education also supports a safe learning environment, which reflects diverse cultural traditions, experiences, and contributions. Such an environment allows students and staff to develop a broader knowledge base, as well as respect for, and celebration and affirmation of, culturally diverse peoples, their customs and historic legacy. Sexism, homophobia, classism, racism, religious intolerance and other forms of individual and institutional prejudice, and discrimination are inconsistent with the principles of democracy, and lead to a climate of oppression that encourages the counterproductive reasoning that differences are deficiencies.

A multicultural/multiethnic curriculum, through equitable treatment of all cultures, strives to eliminate omissions, correct factual errors, and provide alternative analyses. Multicultural education fosters an awareness and understanding of diverse perspectives and culturally diverse learning and problem solving processes. It is designed to foster empathy, human caring, and a commitment to social justice and democratic change.

Multicultural education benefits all students and staff and each will be given an opportunity to understand the common humanity underlying all groups; to develop pride in his/her own identity, culture, and heritage; and to understand, respect, and accept the identity, culture, and heritage of others. In addition, students will be given the opportunity to develop the ability to respectfully critique their own culture as well as the culture of others.

The Ithaca City School District believes that cultural diversity is a strength that enriches society. It recognizes that all citizens have much to learn from the different cultural experiences of people both within and outside our country.

Accordingly the Board of Education directs the Superintendent to develop procedures for:

- integrating a comprehensive multicultural curriculum into all subject areas (through the Curriculum Council and Curriculum Committees)
- developing and implementing an ongoing staff development program for all staff in relation to multicultural education and the elimination of institutionalized forms of discrimination, prejudice and oppression
- identifying and eliminating structural/systemic barriers to equal educational opportunities for all students

The Board further directs the Superintendent to report these procedures to the Board of Education. In addition, the Superintendent will report annually to the Board regarding implementation and effectiveness of this policy.

Policy: 4350

Presented: December 22, 1998

Revised: February 23, 1999

Adopted: February 23, 1999

2

On October 16, 2005, MPUC participated in the World-Wide Celebration of Congregational Singing. This celebrated the 150th anniversary of the publication of the *Plymouth Hymnal*, which was the first American hymnal that printed both the music and words. Our music director and organist, Curt Oliver, prepared fascinating background information on some important hymns, the high point of which was an exposition of “America the Beautiful,” which was written by a woman who was a feminist, socialist, and out-of-the-closet lesbian.

October 16, 2005

Hymn #696: America the Beautiful

Oh no! Not a schmaltzy patriotic song that seems to pour holy water on the red, white, and blue. That kind of stuff is so hard to sing right now. “America the Beautiful” is used to prop up political campaigns of both the right wing and the left wing. It’s been proposed as a better choice for our national anthem than “The Star Spangled Banner” and it is a better and more singable piece of music.

But this poem is a prayer . . . God pops up in every stanza. So from a constitutional point of view it has no business being our national anthem . . . at least as the American constitution now stands. And if you read the words carefully, they pack quite a punch. One of the problems is that we know these words so well, they’re almost engraved in the hard drive of our brains, and we can sing them on auto-pilot, without spending the time to see and hear what the words really say.

I was in grade school—long ago—when I first heard the story about the author, Katherine Lee Bates. She had climbed Pikes Peak . . . the year was 1893, and she was thrilled by the sense of having the whole nation laid out before her, from sea to shining sea. They just didn’t have hills like that back home in Massachusetts. Maybe you heard that story too, somewhere in the 4th or 5th grade. Well, that part of the story is true. But there’s much more to her poem and to Katherine Lee Bates’ very interesting life. It’s time to hear, as radio commentator Paul Harvey likes to say—“the rest of the story.”

Katherine Lee Bates was a preacher’s kid . . . she was born in Falmouth, MA in 1859. She attended Wellesley College and wound up spending the rest of her life there, joining the faculty and teaching English at Wellesley for 40 years, from 1885 to 1925.

She was an English teacher and much more. Let’s focus on three more aspects of her life. Katherine Lee Bates was an ardent feminist, a Christian liberal, and even a kind of Christian socialist; and she was an up-front lesbian. She was very involved in the political and social struggles of her day.

As a feminist she fought eloquently for full rights for women, including the right to vote. And she put a plug right in the final lines of her most famous poem, “America the Beautiful.”

Look at the closing lines of stanza two: “America! America! God mend thine every flaw, confirm thy soul in self control, thy liberty IN LAW!”

In other words, America, if you mean what you say in your constitution and your much-touted love of liberty, confirm your liberty in LAW, and give every citizen the vote.

She was also very troubled by the economic injustice and inequality she saw in America. That’s addressed in stanza three—“America! America! May God thy gold refine, till all success be nobleness, and every gain

divine.” Remember, she’s writing this in the 1890s—the grand age of the robber barons. The very wealthy were building their grand estates at Newport, on Long Island, and along St. Paul’s Summit Avenue, yet there were plenty of slums in those same cities. “Thine alabaster cities gleam, undimmed by human tears.” She’s asking in stanza four that financial success be combined with nobleness of spirit, and that every capital gain have an element of divine compassion and generosity. In other words, you robber barons, share the wealth, share the good times. Is it right to have such a huge disparity between the rich and the poor? That question for the 1890s, of course, is still a question for us today. How much money does a CEO need to make, and what should they do with that money? “America! America, may God thy gold refine, Till all success be nobleness, and every gain divine.”

And she was very suspicious of what she saw as growing American imperialism. The hawks in Congress and in the press were talking about America’s “Manifest Destiny,” and our duty to spread our ideals throughout the world. At the end of the 19th century, this mindset led to the War of 1898, when under what turned out to be very trumped up pretenses, we invaded Cuba and the Philippines to set up governments there that were more to our liking. Thousands of people died, including a family member of mine. My Grandpa Oliver’s brother died in Manila in 1898. Bates saw this as an unnecessary war, and spoke out against it. The “heroes proved in liberating strife” that she refers to in the 3rd stanza were more likely the Civil War soldiers who were fighting for a more noble cause when she was a small girl.

So she was a Christian liberal and a kind of Christian socialist, but I also mentioned the L word. She was an up-front lesbian. She kept a diary as a child, and it contains such lines as “I like women better than men.” “I like fat women better than lean women.” And “Sewing is expected of girls, why not of boys?” All this from a young girl writing in the 1870s. It was at Wellesley that she met and fell in love with Katherine Coman, a professor of economics. They lived together happily, on campus, for 25 years. It was no secret, although it wasn’t talked about or celebrated in the language we might use today. Katherine Coman, Bates’ partner, was also a very distinguished scholar, the author of six books and numerous articles about American history and economics. Also a social activist, she founded a social agency in Boston called Dennison House, which still exists.

By 1907 Katherine Bates was earning very healthy royalties from her poem “America the Beautiful,” and she was able to build a house just off campus where the two women lived together. There was a separate office for Katherine Coman, the economist, on the third floor. But in 1912, Ms. Coman was diagnosed with breast cancer. Katherine Bates installed an elevator in the house to help her partner get up to her office on the third floor. Throughout her sickness, Bates nursed her and held her. But Katherine Coman died in 1915. Katherine Bates wrote a volume of poetry called “Yellow Clover, a Book of Remembrance,” which celebrated their love and life together. The title came from the small flowers that the women pressed into their letters to each other when they were separated by their travels.

In her later years, Bates wrote to a friend that since Katherine Coman died, she was never quite sure whether she herself was alive . . . or not . . . so much of her had disappeared with Coman. She continued to write—poetry, and several children’s books, including a popular one about the dog the two women made a part of their household.

Katherine Lee Bates died at the age of 70 in 1929. Maybe someday when grade-school children hear about Katherine Lee Bates and Pikes Peak, and “America the Beautiful,” they can hear the rest of the story, too.

But for now I’m sure she’s smiling at the wonderful irony of having her really rather radical words sung at political conventions where the agenda includes once again denying her and her partner their full civil rights. And she’s hoping that all of us will really listen to the words.

At the bottom of the page in the hymnal, it says the words date from 1904. That's only partly true. She wrote the basic poem in 1893, but today we sing her own revised version of 1904. The tune was written by an Episcopal church organist in Newark, NJ, for different words altogether, several years before Bates visited Pikes Peak. An early 20th century hymnal editor discovered that the words and the tune were a perfect fit, and the rest is history. But composer Samuel Ward died in 1903 and never heard his tune sung to the words that made it famous.

And now you know—the rest of the story. Let's stand and sing "America the Beautiful," a hymn we can truly call "A Lesbian love Song to America."

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern impassion'd stress
A thoroughfare for freedom beat
Across the wilderness!
America! America! God mend thine ev'ry flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America! May God thy gold refine
Till all success be nobleness,
And ev'ry gain divine!

O Beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam,
Undimmed by human tears!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

An honest attempt to explain why *all students* are not successful in our schools

The phrase “rural vs. urban” is often used in conversations concerning racial tensions in the Ithaca City School District. Each of the three terms in this phrase is actually code for hidden beliefs that people generally don’t dare say in public. These include the following:

- *Rural* means “uneducated, mostly poor, racist, white people from the country.”
- *Urban* means “dangerous black teens from the city.”
- *Vs.* means “these two groups are competing interests, and always will be.”
- And *what’s not said* but is implied is that “none of this has to do with wealthy white families from the city or the suburbs.”

As long as we allow the phrase “rural vs. urban” and its coded-meanings to ground our conversations and actions, and as long as we view this issue as solely school-based, we will keep ourselves from focusing on the real root of the problem of racial tensions in our schools.

I believe these racial tensions are rooted in the following:

Most

white students who are economically privileged, who live in the city or the suburbs, and who intend on going to Ivy League and other exclusive universities and colleges, will be successful in our schools

but,

historical and current practices in our schools have limited the success of *most* students of color, students without economic privilege, students with disabilities, and students from rural areas (like Danby, Caroline, Enfield, Brooktondale, Slaterville Springs, etc.) who also want to attend Ivy League and other exclusive universities and colleges

while at the same time,

historical and current practices in our schools have promoted the idea that students who wish to pursue dreams that are not focused on attending Ivy League and other exclusive universities and colleges are to be looked down on as people who do not matter as much as those who do

and,

almost all efforts to change these practices have not focused enough attention on the cultural and political resistance that will come from many of the most powerful families who are white, economically privileged, who live in the city or suburbs, and who understandably believe that the only way their children can be assured of getting into Ivy League and other exclusive universities and colleges is if our school system, and Ithaca High School in particular, is seen by these institutions as being a school system that has successfully separated the ‘cream of the crop’ from everybody else.

In addition,

when I refer to the cultural and political resistance that is likely to come from families of privilege, I am talking about families like the one I grew up in as a teenager in Cherry Hill, New Jersey. The point here is that good people with good intentions nonetheless reinforce injustice.

Therefore, I propose that people come together, across historically antagonistic lines, to honestly acknowledge the way things really are and work together to make things the way they ought to be.

Barry Derfel, 2009

~~~~~I WELCOME FAMILY COLLABORATION~~~~~

1/18/06

607-272-8742

*If you would like this letter translated or read to you over the phone, please let me know and I will arrange to do this for you.*

Dear Families,

We have completed our unit on Colonial America, and are now beginning a unit about the events leading up to the American Revolution. Students will be reading chapter five in the text, and answering the section review questions. They will read chapter one in Rebels Against Slavery, and write a three-paragraph essay about the information in this reading. In class we will watch a film called "Kanehsatake, 270 years of Resistance," which documents the continuing struggle over land rights between the Mohawk and the nations of Canada and the United States.

On the back of this update is a summary describing this film. It will take us three days to view it, and then one day to discuss it as a class. Students will then be involved in a group activity in which each group takes the side of either England or the Colonies, creating a letter to the editor or political cartoon expressing their point of view about the movement towards independence. These letters and cartoons will be presented in class, with each group explaining the specific details in their piece. There will be a short reading and activity from a book called Guess Who's Jewish in America, and another from the book American Women.

If you have any resources that you can suggest, which will help me present more perspectives about this period in American History, I would greatly appreciate your sharing these with me. If you have resources that are adult-level, rather than student-level, that's fine, because I can read these and then develop my own lessons. I hope that this information is useful to you. If you can think of ways to make these updates more informative, I would appreciate your feedback.

As always, please feel free to come in and observe our class anytime. Just sign in at the office and they will send you to my room (A108). You do not need to let me know ahead of time. You may contact me by leaving a message on my home phone (before 8:30), school voice mail ext. 2125, or by sending in a note. I will call you back promptly. If you do send in a note, please ask your daughter/son to have me sign it, so that you know I have seen it. I look forward to meeting you soon.

Sincerely,

Barry Derfel

Please sign and return the bottom section.

---

Your name: \_\_\_\_\_

Your signature: \_\_\_\_\_

Student name: \_\_\_\_\_

~~~~~I WELCOME FAMILY COLLABORATION~~~~~

1/3/06

607-272-8742

If you would like this letter translated or read to you over the phone, please let me know and I will arrange to do this for you.

Dear Families,

Welcome to the beginning of a new year! In social studies class we are focusing on the Colonial Period of American History. This unit began just before break, and will last through next week. This unit will end with a test on Friday, January 13th, and I will be teaching a lesson on how to study for a test on Tuesday, January 10th.

If your child stays up to date on the assignments for this unit, she/he should find the test to be a reasonable and manageable challenge. Students have recently turned in a set of answers to 30 questions from the Rebels Against Slavery book, and are currently completing a three-page map assignment, which is due Wednesday. In class this week, they will be taking notes about the New England, Middle, and Southern Colonies. Along with this work is the bi-weekly reading/essay assignment. The reading for this essay is from page 92 – 112 in the textbook, and it is due on Monday, January 9th or Tuesday, January 10th.

I am trying to bring in as many perspectives as possible for this unit, and I welcome any suggestions that you may have about materials that could be used. For instance, I have been using an excellent book, Rebels Against Slavery, to teach about the creation of the system of enslavement in North America, as well as the continued active resistance to that system. Along with this book and the American Nation text, I am also using excerpts from a book entitled American Women, by Doreen Rappaport, to show how women were clearly demanding to be included in the decision-making process during the colonial period in American History. If you have any resources that provide insight into other aspects of this history, I would be grateful to hear of them.

Please feel free to come in and observe our class anytime. Just sign in at the office and they will send you to my room (A108). You do not need to let me know ahead of time. You may contact me by leaving a message on my home phone (before 8:30), school voice mail ext. 2125, or by sending in a note. I will call you back promptly. If you do send in a note, please ask your daughter/son to have me sign it, so that you know I have seen it. As always, I appreciate your support and input. Working together with you to help your children be successful is important to me.

Sincerely,

Barry Derfel

Please sign and return the bottom section.

Your name: _____

Your signature: _____

Student name: _____

Organizations in Tompkins County Working for Racial/Social Justice

Please contact organizations directly to find out how you can get involved

ACTION: (Activists Committed To Interrupting Oppression Now): Dealing with Ithaca City School District inequity issues for students of color, low-income students, and students with disabilities. Advocates for the hiring & retention of staff of color. (607) 272-3622; (607) 272-2292 ext. 135.

CUSLAR: (Committee on U.S.—Latin American Relations): Promotes cultural & political awareness of the relationship between Latin America & the U.S. (607) 255-7293; www.cuslar.org

Diversity Consortium of Tompkins County: Networking to improve diversity in the workplace. (607) 255-8305; diversityconsortium.org

GIAC (Greater Ithaca Activities Center): Dedicated to improving the quality of life for underrepresented & disenfranchised populations and fighting against oppression & intimidation in our community. (607) 272-3622; giacmain@cityofithaca.org

Ithaca Asian American Association: Promotes, educates, & celebrates Asian & Asian-American heritage & cultures while upholding the rights of all Asian-Americans (17% of Ithaca's population). (607) 257-3207; ithacaaa.org

Immigrant Rights & Workers' Center: Standing up with all people treated unfairly at work or faced with critical poverty, racial, housing, health care or other social & economic issues. (607) 269-0409; tcworkerscenter.org

Ithaca Youth Bureau: Provides a wide variety of recreation programs & youth services to promote health, happiness, and well-being and is committed to recruiting a diverse workforce and providing a respectful, inclusive environment. (607) 273-8364; iyb@cityofithaca.org

Latino/a Civic Association: Empowering Latina/o residents and providing a vehicle for social, cultural, educational, & civic expression. (607) 277-8699; latinocivicassociationtc.org

Multicultural Resource Center: Provides information, diversity workshops, collaborations, resources, & cultural celebrations to increase awareness of the variety of cultural identities in Ithaca. (607) 272-2292; multicultural-resource.org

O.A.R. (Opportunities, Alternatives, & Resources): Offers bail loans for pre-trial detainees; provides assistance to county jail inmates with their relationships outside the jail. O.A. R. offers ex-inmates resources for the transition out of jail. (607) 272-7885; oartompkins.org

Re-evaluation Counseling (RC): Supports people to free their intelligence from imposed hurts (racism in particular), form deep & diverse relationships, and take & sustain social change leadership. <http://rc.org/uer/index.html>

Southside Community Center (SSCC): Empowers & develops self-pride among African-Americans. SSCC is a resource for education, recreation, and political & social awareness for all. (607) 273-4190; sscc-ithaca.org

STAMP (Southern Tier Advocacy & Mitigation Project): Contradicts criminalization, challenges New York State's over-reliance on incarceration, & promotes self-respect, empowerment, leadership, & self-determination of youth of color. (607) 277-2121; stamp-cny.org

Tompkins County Human Rights Commission: Free support with rights, disputes, and alleged violations of anti-discrimination laws. (607) 277-4080; humanrights@tompkins-co.org

Village at Ithaca: Works for equity in the Ithaca City School District. Focusing on eliminating race, class, & disability as predictors of student success. (607) 256-0780; villageatithaca.org

Whole Community Project (WCP): Promoting a healthy, socially just, diverse, & inclusive community for all of us. Community-driven initiatives include *Gardens for Humanity* and many others. WCP is a project of CCE Tompkins. Jemila Sequeira, (607) 272-2292; es538@cornell.edu

Our local high schools have groups too!

- **LACS (274-2183):** Asian Students Club, Ending Cycles of Oppression Committee, Students & Staff for Equity, and The Diversity Focus Group.
- **IHS (274-2164):** The Circle of Recovery, Asian American Club, Sistah's Time, SPIRIT, and The African Latino Club.

This list was created in 2007 and is non-exhaustive. Provided by Liz field, MRC.

Save the Last Word for ME

Developed by Patricia Averette

Purpose

To clarify and deepen our thinking about articles we read.

Roles

Timekeeper/facilitator who both participates and keeps the process moving.
The process is designed to build on each other's thinking, and not to enter into a dialogue.
Participants may decide to have an open dialogue about the text at the end of the 30 minutes.
Timing is important; each round should last approximately 7 minutes.

Total Time

Approximately 30 minutes

Protocol

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the article, and highlights that passage.
3. When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person (the *presenter*) says nothing about why s/he chose that particular passage.
4. The group should pause for a moment to consider the passage before moving to the next step.
5. The other 3 participants each have 1 minute to respond to the passage—saying what it makes them think about, what questions it raises for them, etc.
6. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to—or build on—what s/he heard from his/her colleagues.
7. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”
8. Optional open dialogue about the text and the ideas and questions raised during the first part of the protocol.
9. Debrief the experience. How was this a useful way to explore the ideas in the text and to explore your own thinking?

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Declaration of Shared Values

WE, AS A TOMPKINS COUNTY ORGANIZATION, UNDERSTAND:

The culture of this community affects our children and families, our employees, our customers, our business.

We benefit when others succeed.

We must be engaged.

WE REAFFIRM THAT WE WILL:

Actively promote conversations around shared values that celebrate inclusiveness, excellence, interdependence, and generosity.

Commit to collaboration with others to create and sustain a climate of tolerance and respect.

Continue to develop and implement organizational policies and practices that mirror our communities' assets and opportunities.

Therefore, we recommit our organization to be fully engaged in building a community where hope is encouraged, and equity is the norm.

The World House: Haiti (Unit), by Therese Araneo

| Subject | Grade | Time Length | Author |
|-----------------|-------|-------------|---------|
| World Languages | 10-12 | 8 days | taraneo |

Lesson Description

By the end of this unit, students will have an understanding of how, despite 300 years of active resistance, oppression and exploitation have led to the devastation in Haiti today. The Unit will be divided into 4 parts: reading excerpts of *Where Do We Go From Here: Chaos or Community?*; prior knowledge/historical overview; research/group work; presentation/evaluation

Major Understanding

- Students will gain an understanding of the political, social and economic effects of colonialism on Haiti.
- Students will learn to use the target language for research and reporting.
- Students will identify the ways in which Haitian peoples have actively struggled against oppression.
- Students will articulate the significant accomplishments of the Haitian people over time.

Essential Questions

How is the following quote from Dr. Martin Luther King Jr.'s book, *Where Do We Go from Here? Chaos or Community?* relevant to the history and recent events in Haiti?

- “Racism is no mere American phenomenon. Its vicious grasp knows no geographical boundaries. In fact, racism and its perennial ally- economic exploitation- provide the key to understanding most of the international complications of this generation” (King, pg. 183).

Skills

Use of the target language (French)

Computer literacy

Research

Vocabulary

les Antilles, un navire, se repeupler, s'enrichir, bousculer, se disputer, la bienveillance, poursuivre, vaincre, occidental, un espoir, par traitrise, un tremblement de terre

Assessment

- Student writing will be assessed using the NYSED Checkpoint B/C rubrics.
- Student oral proficiency will be assessed using a modified ACTFL speaking rubric.
- Student work will be assessed with a rubric which requires that Haitian accomplishment and resistance efforts are highlighted, along with key destructive events resulting from exploitation and oppression.

Procedure

Day One: Introduce quote, start reading “Introduction: Les Debuts de la Francophonie.” Homework: complete reading, questions, and find examples of outdated expressions and bias in the text.

Day Two: Discuss reading and HW questions, discuss/recall prior knowledge (9th grade “Africa” class). Start second reading, “Haiti.” Homework: complete reading, questions, and find examples of outdated expressions and bias in the text.

Day Three: Recap history of French presence in Caribbean/Haiti, discuss reading, questions. Begin third reading, “Un Champion de la Liberte: Toussaint Louverture.” Introduce homework- divide class into small groups and assign sections of reading to each group. Homework: Read your section ONLY, summarize reading and create questions based upon the section.

Day Four: Students meet briefly in small groups to compare, merge summaries and questions. Small group presentations with questions (for feedback on student comprehension). HW: begin research by creating a timeline of Haitian history, 1804-2009.

Day Five: Share student timelines, divide timelines into periods. Small groups begin more in-depth research on their time period.

Day Six: Students use class time for research, check-in with group members and teacher. HW: complete research.

Day Seven: Students present their research, with questions to test comprehension. HW: Write reflection on connections between the quote and Haitian history, using supporting examples.

Day Eight: Roundtable discussion on student reflections, including other examples where centuries-old oppression manifests today.

Technology Integration

- Students will use the internet for research, and to demonstrate computer literacy and second language skills.
- The teacher will take digital pictures or scan student work samples and post these on the appropriate page of the MLK wiki.

Culturally Affirming Components

- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming.
- Teachers should actively work to ensure that students recognize the ways in which the Haitian people have actively resisted oppression and exploitation, as well as significant accomplishments they have made despite these destructive forces

Special Needs Accommodation

- Students with special needs will have accommodations as per their program requirements.
- Students will be engaged in listening, speaking, reading and writing, so that multiple learning styles are utilized.

Resources

La France et la Francophonie, Briere, Frommer Woshinsky; Random House; 1982.
Discovering French Rouge, Valette and Valette, 2001.

Supporting Materials

Supporting Web Sites

http://thelouvertureproject.org/index.php?title=Timeline_of_Events_in_Haitian_Revolutionary_History
http://fr.wikipedia.org/wiki/Histoire_d'Ha%C3%AFti (this site has been problematic but is very good if you can access it!!)
<http://www.americas-fr.com/histoire/haiti.html>
http://www.herodote.net/histoire/synthese.php?ID=174&ID_dossier=1
http://www.haiti-reference.com/histoire/per_independance.html
<http://www1.pacific.edu/~cippolit/litcultlinksfall03.html>
http://www.auf.org/spip.php?page=recherche&recherche=histoire+haiti&id_rubrique=
<http://www.alliance-haiti.com/histoire/independance-empire.htm>
http://www.ritimo.org/dossiers_pays/ameriques/haiti/haiti_chronologie.html
<http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf> (NYSED Standards for Languages other than English- pages 6, 10 and 16)

NYS Standards:

NYSED Standards for Languages other than English- pages 6, 10 and 16:

<http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

Breakin' it down, building schools where all students succeed (12th grade Social Studies version)

| Subject | Grade | Time Length | Author |
|----------------|--------------|---|---------------|
| Social Studies | 12 | 5 class periods, plus additional time for students to take action | bderfel |

Lesson Description

In this lesson, students will engage in a critical analysis of possible reasons why all students are not successful in our schools, and they will articulate their own vision of what can be done to change this. Students will use an analysis provided by Barry Derfel, excerpts from Dr. King's *Where Do We Go From Here: Chaos or Community?* Curt Oliver's summary of "America the Beautiful," BOE Policy #4350, and their own experience and background knowledge to formulate their own explanations of why all students are not successful in our schools. In addition, students will propose ways to increase the likelihood that all students are successful in our schools, and they will take action to promote these solutions.

*(After the 2010 - 2011 school year, 12th grade social studies educators will need to do a quick pre-assessment to determine which students have worked on a very similar lesson in 10th grade ELA class. Based on this information, the teacher can adapt the lesson so that these students are able to deepen their understandings in ways appropriate to their current level of maturity and the current context of their lives.)

Major Understanding

- "We are tied together in a single garment of destiny," (King, 1967, pg. 54).
- The analyses and action steps presented in King's book are both relevant and applicable to the issue of racial tensions and disproportionality in our schools.
- All students will benefit when race, class, disability, and place of residence are no longer predictors of academic success, participation, and discipline.
- The Ithaca City School District has board policy which supports efforts to affirm all students.
- Effective democracy requires an active and involved citizenry.
- Students have a vital role to play in keeping our democracy alive.

Essential Questions

- Are our schools set up to ensure that all students succeed?
- What is student success and how can we measure it?
- What is the purpose of school?
- How will success rates increase for all students when educators, families, students, and communities come together to read, discuss, and act on Dr. King's last book, *Where Do We Go From Here: Chaos or Community?*

Skills

Students will:

- Read, analyze, and evaluate provocative text.
- Articulate explicit connections between what they read and their own lives.
- Develop and communicate a vision for improving the quality of their lives, and the lives of others.
- Take action to improve the quality of their lives, and the lives of others.

Vocabulary

Effective democracy, community, privilege, BOE Policy, disproportionality, “single garment of destiny”

Assessment (For each of the items below, the teacher will need to provide a rubric which shows students how their work will be evaluated.)

Students will communicate a vision for improving the quality of their lives, and the lives of others. Activity options include:

- Write on the discussion board of the IHS page of the MLK wiki
- Compose a song or poem
- Present an oration
- Create an advertisement, political cartoon, or pamphlet
- Write a letter to the editor or an article

Students will communicate this vision to an audience that is currently involved/could become involved in the effort to promote this vision. Potential audiences include: family, students, staff, ICSD Board of Education, student organizations/clubs, Village at Ithaca, ACTION, broader Ithaca community, City or County Councils, Ithaca Youth Bureau, etc. (For a more detailed list and for contact information, see the attached document.)

One possible action could be for a student to encourage an organization that she/he is connected to (religious congregation, youth group, favorite restaurant) join on as a signer of the “Declaration of Shared Values.” (See attached.)

Procedure

Prior to these lessons (as with all units), the teacher should send home a brief update to families which explains what the students will be working on, and which invites families to provide input before, during, and after these lessons are implemented. The teacher should include the content map in this update, and should have students read this before taking it home.

Period One: Students are asked to spend five minutes writing a response to the prompt: “Are our schools set up to ensure that all students succeed?” Students are then put into groups of three to do the following: 1 person will speak for 3 minutes, sharing her/his thoughts about the prompt. The other two students are to use body-language and verbal cues to show the speaker that they are paying attention. However, **they may not interrupt**, share their ideas, etc. This is a time when the speaker “has the floor.” The teacher acts as time-keeper, and after 3 minutes she/he lets students know that it is time for the 2nd person in the group to speak. This cycle repeats one more time. The teacher then facilitates a general class discussion of the prompt.

Period Two: Students read (or listen to) excerpts from Dr. King's book, including pages 190 - end of the text. Using a "t-chart" to record student input, the teacher facilitates a discussion in which students identify "assumptions/assertions in the text I strongly agree with," and "assumptions/assertions in the text I strongly disagree with." It is more than likely that the same items will appear on both sides of the chart. The teacher then prompts students to work through (in discussion) the implications of the information on the charts. Students are then asked to write on their own a response to the following prompt: "In what ways has school been set up to support my continued success and/or inhibit my continued success?"

Period Three: Students are shown where on the ICSD website BOE Policies are located. Students then read BOE Policy #4350 to themselves. **Prior to reading**, the teacher should tell the students to highlight or circle two or three sentences/phrases that they particularly want to react to. After students have completed the reading, the teacher has them form groups of four to discuss the reading, using the "Save the Last Word For Me" discussion protocol (see attached). When this is finished, the teacher facilitates a class discussion: "What are the implications of BOE Policy #4350?"

Period Four: Students read "An Honest Attempt to Explain Why all Students Are Not Successful in Our Schools." Prior to reading, students are told that they will need to highlight or circle two of the author's assumptions, two assertions they agree with, and two assertions they disagree with. After students have read the article, they get into groups of three. First, one student at a time shares the two *assumptions* she/he identified. After every student shares, the group has a 5 minute discussion about these. (The teacher acts as time keeper.) Next, the students each share the two assertions she/he *agreed* with and continue with the same process. Repeat for the two assertions that students *disagree* with. Students then write one their own, addressing the prompt: "This reading is connected to my life..."

Period Five: The teacher reads aloud (or plays an audio version, and provides the lyrics to) "America the Beautiful." Students then read Curt Oliver's summary of this song (see attached). The teacher facilitates a discussion of how Katherine Lee Bates used song/poetry to express political and social commentary. The teacher then draws student attention back to the content map and has them look at the assessment options. The teacher assigns a due-date for completion of the assessment, distributes a grading rubric (which should include elements of the Social Studies Standards) for this work, and informs students about how they can access support for successfully completing this assignment. The teacher explains to students how they will share their work so that the teacher can grade their "communication of the vision" and how students will document that they have shared their work with an appropriate audience.

Technology Integration

- IHS page of the "ICSD Participates in the MLK Community Build" Wiki -*Students use digital media and environments to communicate their work collaboratively, including at a distance, to support learning and contribute to the learning of others (ISTE)*.
- ICSD Website - *students apply digital tools to gather, evaluate, and use information (ISTE)*.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision - *create original works as a means of personal and group expression (ISTE)*.
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use online culture-generated resources to deepen these understandings- *develop cultural understanding and global awareness by engaging with learners of other cultures; evaluate and select information sources and digital tools based on the appropriateness to specific tasks (ISTE)*.

Culturally Affirming Components

- Students will take action to improve the quality of their lives and the lives of people in their communities.
- To help engage all students in the discussion and to help foster a safe atmosphere, educators will use the text-protocols identified in the supporting files section.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision.
- As with all lessons, educators should communicate to families the key components of the unit that this lesson is a part of, as well as inviting families to provide input about how to make the unit and its lessons more affirming. For examples of how to do this, look at the “family letters” (attached).
- Educators should reflect on their own understandings of racism, classism, ableism, and other forms of oppression and should actively use culture-generated resources to deepen these understandings.

Special Needs Accommodation

- Students will be able to listen to an audio version of the book.
- Students will be provided with multiple options, including 21st century digital options, for articulating and communicating their vision.
- Students will be told that they will have extended time as needed.

Resources

“Curt Oliver's summary of “America the Beautiful”

Where Do We Go From Here: Chaos or Community? by Dr. Martin Luther King, Jr.

“An Honest Attempt to Explain Why All Students Are Not Successful in Our Schools.”

ICSD Board of Education Policy #4350 - Multicultural/Multi-Ethic Education

NSRF text-based discussion protocols (Save the Last Word for Me)

If educators choose to expand this lesson, the following resources may also be useful: “Fostering Diversity in Our Schools” at the following link:

(<http://www.icsd.k12.ny.us/legacy/district/staffdev/bderfel/derfel.option.e.fostering.diversity.in.schools.pdf>)

List of local organizations working for social justice.

Declaration of Shared Values

NYS Standards

Social Studies 2005

Political science (9-12)

Political concepts of power, authority, governance, and law (9-12)

Rights and responsibilities of citizenship across time and space (9-12)

Critical thinking skills (9-12)

Probing ideas and assumptions (9-12)

Posing and answering analytical questions (9-12)

Assuming a skeptical attitude toward questionable political statements (9-12)

Evaluating evidence and forming rational conclusions (9-12)

Developing participatory skills (9-12)

Status of women and children (9-12)

Social issues, e.g., abuse and access to education (9-12)

Political issues, e.g., participation in the political process (9-12)

Information age/Computer Revolution /Internet (9-12)

Literacy and education (9-12)
Demographics (9-12)
Characteristics (9-12)
Gender (9-12)
Age (9-12)
Ethnicity (9-12)
Religion (9-12)
Economic variables (9-12)
Nature of household (9-12)
Marital status (9-12)
The Bill of Rights (9-12)
equality-its historic and present meaning as a constitutional value (9-12)
the rights of women under the Constitution (9-12)
the rights of ethnic and racial groups under the Constitution (9-12)
avenues of representation (9-12)
Civil rights (9-12)
Continued demands for equality: civil rights movement (9-12)

Supporting Materials

local organizations working for racial and social justice.pdf
sample family letter1.pdf
samplefamilyletter2.pdf
save_last_word.pdf

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com>
<http://www.icsd.k12.ny.us/legacy/district/staffdev/bderfel/icsdp參與資源.htm>

4350 – Multicultural/Multiethnic Education

The Ithaca City School District's mission is to educate every student to become a life-long learner; to foster academic, social, emotional and physical development; to nurture an understanding and respect for all people in a multicultural and multiethnic world; and to promote responsible citizenship in a democracy and to this end the Ithaca City School

District will provide a multicultural education for all students Prekindergarten through 12th grade.

Multicultural education promotes respect and understanding for people of all cultures, ethnicities, languages, physical or mental abilities, genders, sexual orientations, socio-economic classes, races, ages and religions. The District recognizes that diverse backgrounds often lead to deep differences in attitudes, beliefs, and actions. While those differences can create miscommunication, misunderstanding and conflict, the District will work to develop a learning environment that overcomes those potential problems and instead celebrates the benefits that differences allow. To that end we will create a dynamic learning environment, which promotes diverse thinking and learning as well as multiple viewpoints. Multicultural education also supports a safe learning environment, which reflects diverse cultural traditions, experiences, and contributions. Such an environment allows students and staff to develop a broader knowledge base, as well as respect for, and celebration and affirmation of, culturally diverse peoples, their customs and historic legacy. Sexism, homophobia, classism, racism, religious intolerance and other forms of individual and institutional prejudice, and discrimination are inconsistent with the principles of democracy, and lead to a climate of oppression that encourages the counterproductive reasoning that differences are deficiencies.

A multicultural/multiethnic curriculum, through equitable treatment of all cultures, strives to eliminate omissions, correct factual errors, and provide alternative analyses. Multicultural education fosters an awareness and understanding of diverse perspectives and culturally diverse learning and problem solving processes. It is designed to foster empathy, human caring, and a commitment to social justice and democratic change.

Multicultural education benefits all students and staff and each will be given an opportunity to understand the common humanity underlying all groups; to develop pride in his/her own identity, culture, and heritage; and to understand, respect, and accept the identity, culture, and heritage of others. In addition, students will be given the opportunity to develop the ability to respectfully critique their own culture as well as the culture of others.

The Ithaca City School District believes that cultural diversity is a strength that enriches society. It recognizes that all citizens have much to learn from the different cultural experiences of people both within and outside our country.

Accordingly the Board of Education directs the Superintendent to develop procedures for:

- integrating a comprehensive multicultural curriculum into all subject areas (through the Curriculum Council and Curriculum Committees)
- developing and implementing an ongoing staff development program for all staff in relation to multicultural education and the elimination of institutionalized forms of discrimination, prejudice and oppression
- identifying and eliminating structural/systemic barriers to equal educational opportunities for all students

The Board further directs the Superintendent to report these procedures to the Board of Education. In addition, the Superintendent will report annually to the Board regarding implementation and effectiveness of this policy.

Policy: 4350

Presented: December 22, 1998

Revised: February 23, 1999

Adopted: February 23, 1999

On October 16, 2005, MPUC participated in the World-Wide Celebration of Congregational Singing. This celebrated the 150th anniversary of the publication of the *Plymouth Hymnal*, which was the first American hymnal that printed both the music and words. Our music director and organist, Curt Oliver, prepared fascinating background information on some important hymns, the high point of which was an exposition of “America the Beautiful,” which was written by a woman who was a feminist, socialist, and out-of-the-closet lesbian.

October 16, 2005

Hymn #696: America the Beautiful

Oh no! Not a schmaltzy patriotic song that seems to pour holy water on the red, white, and blue. That kind of stuff is so hard to sing right now. “America the Beautiful” is used to prop up political campaigns of both the right wing and the left wing. It’s been proposed as a better choice for our national anthem than “The Star Spangled Banner” and it is a better and more singable piece of music.

But this poem is a prayer . . . God pops up in every stanza. So from a constitutional point of view it has no business being our national anthem . . . at least as the American constitution now stands. And if you read the words carefully, they pack quite a punch. One of the problems is that we know these words so well, they’re almost engraved in the hard drive of our brains, and we can sing them on auto-pilot, without spending the time to see and hear what the words really say.

I was in grade school—long ago—when I first heard the story about the author, Katherine Lee Bates. She had climbed Pikes Peak . . . the year was 1893, and she was thrilled by the sense of having the whole nation laid out before her, from sea to shining sea. They just didn’t have hills like that back home in Massachusetts. Maybe you heard that story too, somewhere in the 4th or 5th grade. Well, that part of the story is true. But there’s much more to her poem and to Katherine Lee Bates’ very interesting life. It’s time to hear, as radio commentator Paul Harvey likes to say—“the rest of the story.”

Katherine Lee Bates was a preacher’s kid . . . she was born in Falmouth, MA in 1859. She attended Wellesley College and wound up spending the rest of her life there, joining the faculty and teaching English at Wellesley for 40 years, from 1885 to 1925.

She was an English teacher and much more. Let’s focus on three more aspects of her life. Katherine Lee Bates was an ardent feminist, a Christian liberal, and even a kind of Christian socialist; and she was an up-front lesbian. She was very involved in the political and social struggles of her day.

As a feminist she fought eloquently for full rights for women, including the right to vote. And she put a plug right in the final lines of her most famous poem, “America the Beautiful.”

Look at the closing lines of stanza two: “America! America! God mend thine every flaw, confirm thy soul in self control, thy liberty IN LAW!”

In other words, America, if you mean what you say in your constitution and your much-touted love of liberty, confirm your liberty in LAW, and give every citizen the vote.

She was also very troubled by the economic injustice and inequality she saw in America. That’s addressed in stanza three—“America! America! May God thy gold refine, till all success be nobleness, and every gain

divine.” Remember, she’s writing this in the 1890s—the grand age of the robber barons. The very wealthy were building their grand estates at Newport, on Long Island, and along St. Paul’s Summit Avenue, yet there were plenty of slums in those same cities. “Thine alabaster cities gleam, undimmed by human tears.” She’s asking in stanza four that financial success be combined with nobleness of spirit, and that every capital gain have an element of divine compassion and generosity. In other words, you robber barons, share the wealth, share the good times. Is it right to have such a huge disparity between the rich and the poor? That question for the 1890s, of course, is still a question for us today. How much money does a CEO need to make, and what should they do with that money? “America! America, may God thy gold refine, Till all success be nobleness, and every gain divine.”

And she was very suspicious of what she saw as growing American imperialism. The hawks in Congress and in the press were talking about America’s “Manifest Destiny,” and our duty to spread our ideals throughout the world. At the end of the 19th century, this mindset led to the War of 1898, when under what turned out to be very trumped up pretenses, we invaded Cuba and the Philippines to set up governments there that were more to our liking. Thousands of people died, including a family member of mine. My Grandpa Oliver’s brother died in Manila in 1898. Bates saw this as an unnecessary war, and spoke out against it. The “heroes proved in liberating strife” that she refers to in the 3rd stanza were more likely the Civil War soldiers who were fighting for a more noble cause when she was a small girl.

So she was a Christian liberal and a kind of Christian socialist, but I also mentioned the L word. She was an up-front lesbian. She kept a diary as a child, and it contains such lines as “I like women better than men.” “I like fat women better than lean women.” And “Sewing is expected of girls, why not of boys?” All this from a young girl writing in the 1870s. It was at Wellesley that she met and fell in love with Katherine Coman, a professor of economics. They lived together happily, on campus, for 25 years. It was no secret, although it wasn’t talked about or celebrated in the language we might use today. Katherine Coman, Bates’ partner, was also a very distinguished scholar, the author of six books and numerous articles about American history and economics. Also a social activist, she founded a social agency in Boston called Dennison House, which still exists.

By 1907 Katherine Bates was earning very healthy royalties from her poem “America the Beautiful,” and she was able to build a house just off campus where the two women lived together. There was a separate office for Katherine Coman, the economist, on the third floor. But in 1912, Ms. Coman was diagnosed with breast cancer. Katherine Bates installed an elevator in the house to help her partner get up to her office on the third floor. Throughout her sickness, Bates nursed her and held her. But Katherine Coman died in 1915. Katherine Bates wrote a volume of poetry called “Yellow Clover, a Book of Remembrance,” which celebrated their love and life together. The title came from the small flowers that the women pressed into their letters to each other when they were separated by their travels.

In her later years, Bates wrote to a friend that since Katherine Coman died, she was never quite sure whether she herself was alive . . . or not . . . so much of her had disappeared with Coman. She continued to write—poetry, and several children’s books, including a popular one about the dog the two women made a part of their household.

Katherine Lee Bates died at the age of 70 in 1929. Maybe someday when grade-school children hear about Katherine Lee Bates and Pikes Peak, and “America the Beautiful,” they can hear the rest of the story, too.

But for now I’m sure she’s smiling at the wonderful irony of having her really rather radical words sung at political conventions where the agenda includes once again denying her and her partner their full civil rights. And she’s hoping that all of us will really listen to the words.

At the bottom of the page in the hymnal, it says the words date from 1904. That's only partly true. She wrote the basic poem in 1893, but today we sing her own revised version of 1904. The tune was written by an Episcopal church organist in Newark, NJ, for different words altogether, several years before Bates visited Pikes Peak. An early 20th century hymnal editor discovered that the words and the tune were a perfect fit, and the rest is history. But composer Samuel Ward died in 1903 and never heard his tune sung to the words that made it famous.

And now you know—the rest of the story. Let's stand and sing "America the Beautiful," a hymn we can truly call "A Lesbian love Song to America."

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern impassion'd stress
A thoroughfare for freedom beat
Across the wilderness!
America! America! God mend thine ev'ry flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America! May God thy gold refine
Till all success be nobleness,
And ev'ry gain divine!

O Beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam,
Undimmed by human tears!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

An honest attempt to explain why *all students* are not successful in our schools

The phrase “rural vs. urban” is often used in conversations concerning racial tensions in the Ithaca City School District. Each of the three terms in this phrase is actually code for hidden beliefs that people generally don’t dare say in public. These include the following:

- *Rural* means “uneducated, mostly poor, racist, white people from the country.”
- *Urban* means “dangerous black teens from the city.”
- *Vs.* means “these two groups are competing interests, and always will be.”
- And *what’s not said* but is implied is that “none of this has to do with wealthy white families from the city or the suburbs.”

As long as we allow the phrase “rural vs. urban” and its coded-meanings to ground our conversations and actions, and as long as we view this issue as solely school-based, we will keep ourselves from focusing on the real root of the problem of racial tensions in our schools.

I believe these racial tensions are rooted in the following:

Most

white students who are economically privileged, who live in the city or the suburbs, and who intend on going to Ivy League and other exclusive universities and colleges, will be successful in our schools

but,

historical and current practices in our schools have limited the success of *most* students of color, students without economic privilege, students with disabilities, and students from rural areas (like Danby, Caroline, Enfield, Brooktondale, Slaterville Springs, etc.) who also want to attend Ivy League and other exclusive universities and colleges

while at the same time,

historical and current practices in our schools have promoted the idea that students who wish to pursue dreams that are not focused on attending Ivy League and other exclusive universities and colleges are to be looked down on as people who do not matter as much as those who do

and,

almost all efforts to change these practices have not focused enough attention on the cultural and political resistance that will come from many of the most powerful families who are white, economically privileged, who live in the city or suburbs, and who understandably believe that the only way their children can be assured of getting into Ivy League and other exclusive universities and colleges is if our school system, and Ithaca High School in particular, is seen by these institutions as being a school system that has successfully separated the ‘cream of the crop’ from everybody else.

In addition,

when I refer to the cultural and political resistance that is likely to come from families of privilege, I am talking about families like the one I grew up in as a teenager in Cherry Hill, New Jersey. The point here is that good people with good intentions nonetheless reinforce injustice.

Therefore, I propose that people come together, across historically antagonistic lines, to honestly acknowledge the way things really are and work together to make things the way they ought to be.

Barry Derfel, 2009

~~~~~I WELCOME FAMILY COLLABORATION~~~~~

1/18/06

607-272-8742

*If you would like this letter translated or read to you over the phone, please let me know and I will arrange to do this for you.*

Dear Families,

We have completed our unit on Colonial America, and are now beginning a unit about the events leading up to the American Revolution. Students will be reading chapter five in the text, and answering the section review questions. They will read chapter one in Rebels Against Slavery, and write a three-paragraph essay about the information in this reading. In class we will watch a film called "Kanehsatake, 270 years of Resistance," which documents the continuing struggle over land rights between the Mohawk and the nations of Canada and the United States.

On the back of this update is a summary describing this film. It will take us three days to view it, and then one day to discuss it as a class. Students will then be involved in a group activity in which each group takes the side of either England or the Colonies, creating a letter to the editor or political cartoon expressing their point of view about the movement towards independence. These letters and cartoons will be presented in class, with each group explaining the specific details in their piece. There will be a short reading and activity from a book called Guess Who's Jewish in America, and another from the book American Women.

If you have any resources that you can suggest, which will help me present more perspectives about this period in American History, I would greatly appreciate your sharing these with me. If you have resources that are adult-level, rather than student-level, that's fine, because I can read these and then develop my own lessons. I hope that this information is useful to you. If you can think of ways to make these updates more informative, I would appreciate your feedback.

As always, please feel free to come in and observe our class anytime. Just sign in at the office and they will send you to my room (A108). You do not need to let me know ahead of time. You may contact me by leaving a message on my home phone (before 8:30), school voice mail ext. 2125, or by sending in a note. I will call you back promptly. If you do send in a note, please ask your daughter/son to have me sign it, so that you know I have seen it. I look forward to meeting you soon.

Sincerely,

Barry Derfel

Please sign and return the bottom section.

---

Your name: \_\_\_\_\_

Your signature: \_\_\_\_\_

Student name: \_\_\_\_\_

~~~~~I WELCOME FAMILY COLLABORATION~~~~~

1/3/06

607-272-8742

If you would like this letter translated or read to you over the phone, please let me know and I will arrange to do this for you.

Dear Families,

Welcome to the beginning of a new year! In social studies class we are focusing on the Colonial Period of American History. This unit began just before break, and will last through next week. This unit will end with a test on Friday, January 13th, and I will be teaching a lesson on how to study for a test on Tuesday, January 10th.

If your child stays up to date on the assignments for this unit, she/he should find the test to be a reasonable and manageable challenge. Students have recently turned in a set of answers to 30 questions from the Rebels Against Slavery book, and are currently completing a three-page map assignment, which is due Wednesday. In class this week, they will be taking notes about the New England, Middle, and Southern Colonies. Along with this work is the bi-weekly reading/essay assignment. The reading for this essay is from page 92 – 112 in the textbook, and it is due on Monday, January 9th or Tuesday, January 10th.

I am trying to bring in as many perspectives as possible for this unit, and I welcome any suggestions that you may have about materials that could be used. For instance, I have been using an excellent book, Rebels Against Slavery, to teach about the creation of the system of enslavement in North America, as well as the continued active resistance to that system. Along with this book and the American Nation text, I am also using excerpts from a book entitled American Women, by Doreen Rappaport, to show how women were clearly demanding to be included in the decision-making process during the colonial period in American History. If you have any resources that provide insight into other aspects of this history, I would be grateful to hear of them.

Please feel free to come in and observe our class anytime. Just sign in at the office and they will send you to my room (A108). You do not need to let me know ahead of time. You may contact me by leaving a message on my home phone (before 8:30), school voice mail ext. 2125, or by sending in a note. I will call you back promptly. If you do send in a note, please ask your daughter/son to have me sign it, so that you know I have seen it. As always, I appreciate your support and input. Working together with you to help your children be successful is important to me.

Sincerely,

Barry Derfel

Please sign and return the bottom section.

Your name: _____

Your signature: _____

Student name: _____

Organizations in Tompkins County Working for Racial/Social Justice

Please contact organizations directly to find out how you can get involved

ACTION: (Activists Committed To Interrupting Oppression Now): Dealing with Ithaca City School District inequity issues for students of color, low-income students, and students with disabilities. Advocates for the hiring & retention of staff of color. (607) 272-3622; (607) 272-2292 ext. 135.

CUSLAR: (Committee on U.S.—Latin American Relations): Promotes cultural & political awareness of the relationship between Latin America & the U.S. (607) 255-7293; www.cuslar.org

Diversity Consortium of Tompkins County: Networking to improve diversity in the workplace. (607) 255-8305; diversityconsortium.org

GIAC (Greater Ithaca Activities Center): Dedicated to improving the quality of life for underrepresented & disenfranchised populations and fighting against oppression & intimidation in our community. (607) 272-3622; giacmain@cityofithaca.org

Ithaca Asian American Association: Promotes, educates, & celebrates Asian & Asian-American heritage & cultures while upholding the rights of all Asian-Americans (17% of Ithaca's population). (607) 257-3207; ithacaaa.org

Immigrant Rights & Workers' Center: Standing up with all people treated unfairly at work or faced with critical poverty, racial, housing, health care or other social & economic issues. (607) 269-0409; tcworkerscenter.org

Ithaca Youth Bureau: Provides a wide variety of recreation programs & youth services to promote health, happiness, and well-being and is committed to recruiting a diverse workforce and providing a respectful, inclusive environment. (607) 273-8364; iyb@cityofithaca.org

Latino/a Civic Association: Empowering Latina/o residents and providing a vehicle for social, cultural, educational, & civic expression. (607) 277-8699; latinocivicassociationtc.org

Multicultural Resource Center: Provides information, diversity workshops, collaborations, resources, & cultural celebrations to increase awareness of the variety of cultural identities in Ithaca. (607) 272-2292; multicultural-resource.org

O.A.R. (Opportunities, Alternatives, & Resources): Offers bail loans for pre-trial detainees; provides assistance to county jail inmates with their relationships outside the jail. O.A. R. offers ex-inmates resources for the transition out of jail. (607) 272-7885; oartompkins.org

Re-evaluation Counseling (RC): Supports people to free their intelligence from imposed hurts (racism in particular), form deep & diverse relationships, and take & sustain social change leadership. <http://rc.org/uer/index.html>

Southside Community Center (SSCC): Empowers & develops self-pride among African-Americans. SSCC is a resource for education, recreation, and political & social awareness for all. (607) 273-4190; sscc-ithaca.org

STAMP (Southern Tier Advocacy & Mitigation Project): Contradicts criminalization, challenges New York State's over-reliance on incarceration, & promotes self-respect, empowerment, leadership, & self-determination of youth of color. (607) 277-2121; stamp-cny.org

Tompkins County Human Rights Commission: Free support with rights, disputes, and alleged violations of anti-discrimination laws. (607) 277-4080; humanrights@tompkins-co.org

Village at Ithaca: Works for equity in the Ithaca City School District. Focusing on eliminating race, class, & disability as predictors of student success. (607) 256-0780; villageatithaca.org

Whole Community Project (WCP): Promoting a healthy, socially just, diverse, & inclusive community for all of us. Community-driven initiatives include *Gardens for Humanity* and many others. WCP is a project of CCE Tompkins. Jemila Sequeira, (607) 272-2292; es538@cornell.edu

Our local high schools have groups too!

- **LACS (274-2183):** Asian Students Club, Ending Cycles of Oppression Committee, Students & Staff for Equity, and The Diversity Focus Group.
- **IHS (274-2164):** The Circle of Recovery, Asian American Club, Sistah's Time, SPIRIT, and The African Latino Club.

This list was created in 2007 and is non-exhaustive. Provided by Liz field, MRC.

Save the Last Word for ME

Developed by Patricia Averette

Purpose

To clarify and deepen our thinking about articles we read.

Roles

Timekeeper/facilitator who both participates and keeps the process moving.
The process is designed to build on each other's thinking, and not to enter into a dialogue.
Participants may decide to have an open dialogue about the text at the end of the 30 minutes.
Timing is important; each round should last approximately 7 minutes.

Total Time

Approximately 30 minutes

Protocol

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the article, and highlights that passage.
3. When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person (the *presenter*) says nothing about why s/he chose that particular passage.
4. The group should pause for a moment to consider the passage before moving to the next step.
5. The other 3 participants each have 1 minute to respond to the passage—saying what it makes them think about, what questions it raises for them, etc.
6. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to—or build on—what s/he heard from his/her colleagues.
7. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”
8. Optional open dialogue about the text and the ideas and questions raised during the first part of the protocol.
9. Debrief the experience. How was this a useful way to explore the ideas in the text and to explore your own thinking?

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Declaration of Shared Values

WE, AS A TOMPKINS COUNTY ORGANIZATION, UNDERSTAND:

The culture of this community affects our children and families, our employees, our customers, our business.

We benefit when others succeed.

We must be engaged.

WE REAFFIRM THAT WE WILL:

Actively promote conversations around shared values that celebrate inclusiveness, excellence, interdependence, and generosity.

Commit to collaboration with others to create and sustain a climate of tolerance and respect.

Continue to develop and implement organizational policies and practices that mirror our communities' assets and opportunities.

Therefore, we recommit our organization to be fully engaged in building a community where hope is encouraged, and equity is the norm.

Champions of Justice, by Sloan Sheridan Thomas

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Other | 12 | 1.5 hours | ssherida |

Lesson Description

This is a lesson designed to be used with adults in a PTA, Site Council or similar ongoing group. The focus of the lesson is on the MLK Chaos or Community quote, “Justice at the deepest level has but few stalwart champions” (pg. 9). The goal of the lesson is to engage participants in reflection on their own level of commitment to justice and help them find ways to participate in the MKK Community Build and continue their anti-racist work.

Major Understanding

- We all have some level of commitment to justice.
- We can all deepen our level of commitment to justice by examining and removing barriers and by accessing support.

Essential Questions

- How can we move beyond our current commitment to justice and become champions of justice at a deeper level?
- What are the barriers to deeper commitment?
- Where can I find support for deeper commitment?

Skills

Reflecting; listening carefully and without judgment

Vocabulary

Stalwart; Justice; Champions of Justice

Assessment

Brainstormed lists will show what people believe to be the characteristics of stalwart champions. They will also reflect the barriers we often face and how we might work together to overcome these.

Procedure

1. Read quote out loud (from chart paper).
2. Briefly discuss the meaning of “stalwart”.
3. Each person jots notes about a person they can think of who is a model of a “stalwart champion of justice”. If possible, ask people to choose champions in the Ithaca and surrounding communities. National or historical figures, or other figures from their own personal experience, can be used if a participant cannot think of a local champion.
4. In pairs, create a list of characteristics of a “stalwart champion of justice”, using the people in the prior step as examples to help think of the characteristics.
5. Share out and create a master list of characteristics of a “stalwart champion of justice”.
6. Each person reflects individually through a “quick-write” on their own efforts to be a champion of justice. Be clear that this writing is personal and only the writer can choose to share parts of it.
7. Provide opportunity for sharing for anyone who would like to, in a simple round robin fashion. Make it clear that it is completely fine to pass.
8. Ask people to talk in pairs about barriers which keep them from going one more step deeper into being a champion of justice.

9. Share out barriers and make a list of the types of barriers (time, resources, etc.).
10. Choose two or three of the most common barriers and brainstorm possible solutions, paying particular attention to the ways people can support each other.
11. Ask each person to write a reflection on the one “leap” into further commitment they are willing to take.

Technology Integration

Brainstormed lists will be recorded with a digital camera and posted on the appropriate MLK wiki page.

Culturally Affirming Components

- Participants will have the opportunity to recognize champions of justice in their own lives and community.
- Participants are able to choose which information to share and which to keep private.

Special Needs Accommodation

Quote will be read aloud.

Resources

- Copy of MLK quote in chart paper Blank
- Chart paper and markers
- Here is the MLK quote in the context of the longer passage, which you may want to read out loud to give participants a sense of the context: “After the march to Montgomery, there was a delay at the airport and several thousand demonstrators waited more than five hours, crowded together on the seats, the floors, and the stairways of the terminal building. As I stood with them and saw the white and Negro, nuns and priests, ministers and rabbis, labor organizers, lawyers, doctors, housemaids and shopworkers brimming with vitality and enjoying rare comradeship, I knew I was seeing a microcosm of the mankind of the future in this moment of luminous and genuine brotherhood. But these were the best of America, not all of America. Elsewhere the commitment was shallower. Conscience burned only dimly, and when atrocious behavior was curbed, the spirit settled easily into well-padded pockets of complacency. Justice at the deepest level had but few stalwart champions. (*Where Do We Go From Here: Chaos or Community?*, pg. 9).

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

How do we Create Racial Understanding in our School and Community?

by Sloan Sheridan Thomas

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Other | 12 | 1.5 hours | ssherida |

Lesson Description

This lesson is designed to engage members of the PTA or Site Council in a discussion of how to create/enhance racial understanding in a school. The lesson is based on the MLK Chaos or Community quote, “Like life, racial understanding is not something that we find but something we must create,” (pg. 28).

Major Understanding

- Racial understanding does not automatically exist in our schools and community; we must act to intentionally create and enhance racial understanding.

Essential Questions

How can we create and enhance racial understanding in our school and community?

Skills

- Ability to share ideas.
- Ability to listen carefully to other's ideas

Vocabulary

Racial understanding

Assessment

The degree to which one or more of the suggested strategies are implemented.

Procedure

1. Read the MLK quote above out loud to the group. Ask each person to reflect on what they believe “racial understanding” means and what it might look like in our school or community. Share a few definitions and have a brief discussion. Note that many more ideas will come out as you proceed, so this discussion should not be more than about 10 minutes.
2. Brainstorm what we already do well in our school to create racial understanding. Make a list of these ideas without a lot of discussion. Write these ideas on chart paper.
3. Think and talk about what additional ways we can create or enhance racial understanding
 - a. Look at the list of current actions. Think about ways any of these can be enhanced to be even more effective. Add notes to the chart paper list.
 - b. Brainstorm a list of possible additional strategies for creating/enhancing racial understanding. Write these on chart paper.
4. Add specific examples to each strategy in 3a & 3b above. Have people work in pairs or triads. Ask them to write all of their ideas clearly enough to be turned in, and to be prepared to share their best one or two ideas.

5. Have each pair/triad share their best examples and list them on chart paper.
6. Give each group member 2 colored sticky dots and ask them to place these on the strategies they believe are ones that we should start with.
7. Use the number of dots on each strategy as part of a discussion about prioritizing the strategies. Be aware that if only a few people of a particular identity are present in the group, their priorities may not be well reflected by this activity. This is one reason the dots can GUIDE the discussion, but should not determine the final strategy choice. Choose TWO as focus strategies.
8. Ask for volunteers for a working committee to explore the implementation of these strategies with administrator assistance. Set a date for a report back on progress, additional support needs, etc.

Sample strategies and examples. [DO NOT SHARE ALL OF THESE PRIOR TO BRAINSTORMING. YOU MAY DECIDE TO SHARE ONE AS AN EXAMPLE TO KICK START BRAINSTORMING AND/OR SHARE AT THE END OF THE BRAINSTORMING ANY THAT HAVE NOT ALREADY BEEN COVERED]

1. Increase inter-racial points of contact
 - a. utilize South Side Community Center as a location for school events (such as summer K play dates).
2. Make connections to diverse cultures/races at all existing events.
3. Attend community forums and working groups on this issue
 - a. Attend meetings and forums of The Village.
4. Read books on the topic of racial equality as a staff and/or with students.
5. Assist families to secure books about other races and cultures that they can have and read in their homes.
 - a. Family reading Partnership book "My Village."
6. Provide cultural events that feature artists of different races/cultures

Technology Integration

Lists will be posted to the appropriate page of the MLK wiki.

Culturally Affirming Components

This whole lesson will be culturally affirming, as long as the facilitator works to ensure that all voices are equally heard and tensions are acknowledged and worked through.

Special Needs Accommodation

NA

Resources

MLK quote on chart paper or overhead

Chart paper to write ideas

Sticky circles

Supporting Materials

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

PTA's, Grade-levels Meetings, PLC's, Departments, Staff Meetings, etc. by Barry Derfel

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Other | PK-12 | 65 - 70 minutes | bderfel |

Lesson Description

In this lesson, participants will read (or listen to) and discuss an excerpt from Dr. King's *Where Do We Go From Here: Chaos or Community?* Participants will also consider the implications of this reading & discussion for their work with students (i.e. as caregivers, educators, etc.). Finally, each participant will identify one specific action that she/he can take to continue participating in the MLK Community Build.

Major Understanding

- "We are tied in a single garment of destiny" (King, 1967, pg. 54).
- The book provides critical analyses for surfacing the root causes of economic and racial injustice and presents concrete action steps for resolving these issues.
- The analyses and action steps presented in the book are both relevant and applicable to the issue of racial tensions and all forms of disproportionality confronting our school system and local community.
- The build operates from the belief that genuine progress will only be made when students, families, and community from across historically antagonistic lines come together to collectively acknowledge that racial, class, ableist, residency, and other group tensions exist within our schools and community, and act together to eliminate these tensions.

Essential Questions

- How will success rates increase for all students when educators, families, and communities come together to read, discuss, and act on the ideas presented in Dr. King's last book, *Where Do We Go From Here: Chaos or Community?*
- How can we build school, family, community partnerships and take action together to improve the quality of our lives?

Skills

Each participant will be able to:

- Read, write, listen, and speak for information and understanding, critical analysis and evaluation, and social interaction.
- Begin building/continue to deepen relationships with others.
- Begin building/continue to strengthen community.
- Identify ways that she/he can further her/his participation in the MLK Community Build.

Vocabulary

"share the air time," text-based discussion protocol, wiki, time-keeper

Assessment

- Each participant will identify one specific follow-up action that she/he will take to continue her/his participation in the MLK Community Build.
- Participants will share their intended follow-up actions with the group.
- Participants will be provided with a handout of local organizations working for social justice. (See attached.)

Procedure

Prior to the meeting:

- Create a handout (and make copies) which includes the essential questions, major understandings, the agenda, and the writing prompt at the end of this lesson. In addition, include the web address for the MLK wiki: <http://icsdmlkhome.wikispaces.com/>
- Make copies of the discussion protocol.
- Read through the discussion protocol until you feel comfortable explaining it to others.

*If this is a group that has not been together before, spend **5 minutes** allowing people to identify themselves and why they have come.

15 minutes: Participants read (or listen to) the text for 15 minutes. Begin on page 87 and continue on until the 15 minutes is up. While reading, circle 3 or 4 passages that you want to talk about.

5 minutes: Hand out the discussion protocol and explain it.

20 minutes: In groups of four, participants discuss the reading using the “Save the Last Word For Me” protocol.

15 minutes: Engage the larger group in a general discussion of the following prompt: “What are the implications of this reading for our work?” (i.e as a PTA, as a department, as a staff, etc.)

5 minutes: Ask each participant to write down a response to the following: “One action I will take to continue my participation in the MLK Community build is:...”

5 minutes: Ask for volunteers to share their intended follow-up actions. **If the meeting time is less than one hour, reduce the reading and discussion times to 10 minutes each.

Technology Integration

- Provide audio players and head phones for people who prefer to listen to the text rather than reading it.
- Provide the web address for MLK wiki and encourage participants to contribute their ideas to this wiki.
- If you have access to an lcd projector, a computer, and the internet, show people the MLK Community Build website (mlkcommunitybuild.org) and the ways in which they can contribute to this site. - *Participants use digital media and environments to communicate their work collaboratively, including at a distance, to support learning and contribute to the learning of others (ISTE).*

Culturally Affirming Components

- The protocol is designed to ensure that each participant has an equal amount of air time and that each person will have a chance to “have the last word.”
- The facilitator will need to help each discussion group follow the protocol guidelines.
- Each participant will be invited to identify ways that she/he can continue to be involved in the MLK Community Build.
- The facilitator(s) will need to ensure that all participants are able to access the text, complete the writing task, and have been included in the discussion.

Special Needs Accommodation

Audio version allows people who need reading accommodations to fully participate. Be sure that the location you choose is accessible by people with walking difficulties, and be sure to include this information in your advertising of the event.

Resources

MLK wiki page.

Dr. King's *Where Do We Go From Here: Chaos or Community?*

NSRF text-based discussion protocol.

NSRF website

Supporting Materials

local organizations working for racial and social justice

save_last_word protocol

Supporting Web Sites

<http://icsdmlkhome.wikispaces.com/>

mlkcommunitybuild.org

<http://www.nsrfharmony.org/protocols.html>

Organizations in Tompkins County Working for Racial/Social Justice

Please contact organizations directly to find out how you can get involved

ACTION: (Activists Committed To Interrupting Oppression Now): Dealing with Ithaca City School District inequity issues for students of color, low-income students, and students with disabilities. Advocates for the hiring & retention of staff of color. (607) 272-3622; (607) 272-2292 ext. 135.

CUSLAR: (Committee on U.S.—Latin American Relations): Promotes cultural & political awareness of the relationship between Latin America & the U.S. (607) 255-7293; www.cuslar.org

Diversity Consortium of Tompkins County: Networking to improve diversity in the workplace. (607) 255-8305; diversityconsortium.org

GIAC (Greater Ithaca Activities Center): Dedicated to improving the quality of life for underrepresented & disenfranchised populations and fighting against oppression & intimidation in our community. (607) 272-3622; giacmain@cityofithaca.org

Ithaca Asian American Association: Promotes, educates, & celebrates Asian & Asian-American heritage & cultures while upholding the rights of all Asian-Americans (17% of Ithaca's population). (607) 257-3207; ithacaaa.org

Immigrant Rights & Workers' Center: Standing up with all people treated unfairly at work or faced with critical poverty, racial, housing, health care or other social & economic issues. (607) 269-0409; tcworkerscenter.org

Ithaca Youth Bureau: Provides a wide variety of recreation programs & youth services to promote health, happiness, and well-being and is committed to recruiting a diverse workforce and providing a respectful, inclusive environment. (607) 273-8364; iyb@cityofithaca.org

Latino/a Civic Association: Empowering Latina/o residents and providing a vehicle for social, cultural, educational, & civic expression. (607) 277-8699; latinocivicassociationtc.org

Multicultural Resource Center: Provides information, diversity workshops, collaborations, resources, & cultural celebrations to increase awareness of the variety of cultural identities in Ithaca. (607) 272-2292; multicultural-resource.org

O.A.R. (Opportunities, Alternatives, & Resources): Offers bail loans for pre-trial detainees; provides assistance to county jail inmates with their relationships outside the jail. O.A. R. offers ex-inmates resources for the transition out of jail. (607) 272-7885; oartompkins.org

Re-evaluation Counseling (RC): Supports people to free their intelligence from imposed hurts (racism in particular), form deep & diverse relationships, and take & sustain social change leadership. <http://rc.org/uer/index.html>

Southside Community Center (SSCC): Empowers & develops self-pride among African-Americans. SSCC is a resource for education, recreation, and political & social awareness for all. (607) 273-4190; sscc-ithaca.org

STAMP (Southern Tier Advocacy & Mitigation Project): Contradicts criminalization, challenges New York State's over-reliance on incarceration, & promotes self-respect, empowerment, leadership, & self-determination of youth of color. (607) 277-2121; stamp-cny.org

Tompkins County Human Rights Commission: Free support with rights, disputes, and alleged violations of anti-discrimination laws. (607) 277-4080; humanrights@tompkins-co.org

Village at Ithaca: Works for equity in the Ithaca City School District. Focusing on eliminating race, class, & disability as predictors of student success. (607) 256-0780; villageatithaca.org

Whole Community Project (WCP): Promoting a healthy, socially just, diverse, & inclusive community for all of us. Community-driven initiatives include *Gardens for Humanity* and many others. WCP is a project of CCE Tompkins. Jemila Sequeira, (607) 272-2292; es538@cornell.edu

Our local high schools have groups too!

- **LACS (274-2183):** Asian Students Club, Ending Cycles of Oppression Committee, Students & Staff for Equity, and The Diversity Focus Group.
- **IHS (274-2164):** The Circle of Recovery, Asian American Club, Sistah's Time, SPIRIT, and The African Latino Club.

This list was created in 2007 and is non-exhaustive. Provided by Liz field, MRC.

Save the Last Word for ME

Developed by Patricia Averette

Purpose

To clarify and deepen our thinking about articles we read.

Roles

Timekeeper/facilitator who both participates and keeps the process moving.
The process is designed to build on each other's thinking, and not to enter into a dialogue.
Participants may decide to have an open dialogue about the text at the end of the 30 minutes.
Timing is important; each round should last approximately 7 minutes.

Total Time

Approximately 30 minutes

Protocol

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the article, and highlights that passage.
3. When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person (the *presenter*) says nothing about why s/he chose that particular passage.
4. The group should pause for a moment to consider the passage before moving to the next step.
5. The other 3 participants each have 1 minute to respond to the passage—saying what it makes them think about, what questions it raises for them, etc.
6. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to—or build on—what s/he heard from his/her colleagues.
7. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”
8. Optional open dialogue about the text and the ideas and questions raised during the first part of the protocol.
9. Debrief the experience. How was this a useful way to explore the ideas in the text and to explore your own thinking?

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Connecting the ICSD/Village at Ithaca Equity Report Card, the MLK Community Build, and the ICSD Equity Strategic Plan, by Kim Fontana

| Subject | Grade | Time Length | Author |
|----------------|--------------|--------------------|---------------|
| Other | 8 | 1.5 hours | kfontana |

Lesson Description

This lesson supports adults in understanding how to use the ICSD Equity Report Card to reflect on their own work, make connections with the community, and continue to use those efforts to bend the arc of history “toward justice” equity and inclusion. The lesson is most appropriate for groups with a basic understanding of the prioritized measure on the Equity Report Card (p. 14).

This lesson intends to deepen participants' understanding of the Equity Report Card and help them connect the report card to ongoing work. If the participants do not have a basic understanding of the prioritized measures and the summary table (p. 14) of the Equity Report Card, an explanation of these measures, the table, and the relationship of the elements of the plan, the Equity Report Card, and the prioritized measures may be necessary.

There are many ways to diversify this lesson. You can choose to work with a smaller number of quotations from either *Where Do We Go From Here: Chaos or Community?* or the ICSD Equity Strategic Plan. You can also target the measures from the ICSD/Village at Ithaca Equity Report Card. You could make the lesson more elaborate by assigning one group to focus on making connections with the summary table from page 14. Provide that group with supports to research the reorganization of the prioritized measures from the ICSD/Village at Ithaca Equity Report Card and prioritized elements of the ICSD Equity Strategic Plan. Participants for this lesson may be young people age 16 or so and up. Mixed groups, of school, community, adult, and student are ideal.

Major Understanding

- The ICSD/Village at Ithaca Equity Report Card is a tool for understanding how things are in terms of equity, justice, and inclusion.
- The purpose of the ICSD/Village at Ithaca Equity Report Card is to help the District, the community, and all the people therein work to be accountable for our results and to work together to achieve greater equity, justice, and inclusion.
- Sharing our social and cultural memberships supports collaboration.

Essential Questions

- How can the ICSD/ Village at Ithaca Equity Report Card assist us in making the experiences of students more just, more inclusive, and more equitable?
- How do King's ideas from *Where Do We Go From Here: Chaos or Community?* relate to the ICSD Equity Strategic Plan?
- How does including our social and cultural memberships affect our collaborations?

Skills

- Participants learn how to use the Equity Report Card as a resource and reference.
- Participants learn how to access more information about school and district efforts to promote equity.
- Participants reflect on their own work, deepen connections with community, and engage in/continue the effort to create justice, equity, and justice.

Vocabulary

Equity and Inclusion Leadership Council. Specific terms from the ICSD/Village at Ithaca Equity Report Card, such as free and reduced-price lunch, performance index, staff-student diversity rate, etc.

Assessment

- Each participant identifies one of the Equity Report Card Measures that relates to his or her current work.
- Each participant identifies a community agency or Equity Inclusion Leadership Council member who can assist with that work.
- Each participant plans one or more next steps to further that work including making a connection with the agency or EILC member.

Procedure

Prior to lesson, gather materials. You will need the following materials, 1 per participant:

- Agenda
- Equity Report Card (get this at the following link:
http://web.me.com/cinemation3d/icsdmedia/Equity_files/ERC_final_3_4_Dec_28_2009.pdf)
- *Connections* protocol
- *Block Party* protocol
- *Making Connections* worksheet
- *Postcard* action plan.

You will need quotations from the ICSD Equity Strategic Plan and *Where Do We Go From Here: Chaos or Community?* for the block party protocol. These documents are attached to facilitate copying on cardstock. Copy each document on a different color of stock. Cut into quadrants and have enough cards so that each person gets one. Duplicate quotations so that there are an even number of each color of cardstock (more quotations from the ICSD Equity Strategic Plan are included than *Chaos or Community*).

Facilitator opens session by providing the agenda, including the Essential Questions and has each participant introduce himself or herself very briefly (just name and role in school or community) to the group (5 minutes).

Facilitator passes out card stock quotations (Equity Strategic Plan quotations and *Chaos or Community* quotations) so that there are an equal number (some on one color, some on another) and each person has one.

Using the *Block Party* protocol (not passed out yet), the facilitator directs each person to read his/her quotation. (The facilitator does this without providing the origin of the quotation.) The facilitator directs participants to mingle and share their quotation with someone with a different color quotation. Each pair discusses connections between their work and the ideas expressed in the quotations (**15 minutes**).

Facilitator shares the origin of the quotations by explaining that x color cards are from the ICSD Equity Strategic Plan and y color cards are from the appendix to *Where Do We Go From Here: Chaos or Community?* Facilitator notes the urls for the MLK Build, the ICSD/Village at Ithaca Equity Report Card, and the ICSD Equity Strategic Plan on the agenda.

Facilitator brings group back together and passes out *connections* protocol. Facilitator explains that the purpose of *connections* is for a group to share connections it is making between ongoing work and the topic of the day. Facilitator reads directions and open connections. After 8 minutes, the facilitator closes connections. (**10 minutes**).

Facilitator asks participants to form pairs so that the pairs are made up of people who do not ordinarily work together. Ideally these pairs include a school person and a community person, but if not, they should at least not be routine working pairs in either school or community. (Facilitator may allow pairs to form on the basis of connection shared, but facilitator must ensure that participants are largely working with people with whom they do not usually work.)

Connecting to culture: Each pair will read key terms (pp. 6-7) from the Equity Report Card and share information about themselves related to race, disability status, economic status, and location. Sharing need not be only about present situation and can include information about family of origin or previous life experience. Participants then look at the pie chart of the student body (p. 14) and identify how they would be represented on this chart if they were a student. Facilitator assigns task: *Making Connections*. Facilitator explains directions and works through early literacy example with the group (**10 minutes**).

Facilitator provides time for pairs to complete making connections (**20 minutes**). Pairs either report out or (if there are many pairs) share with some number of other pairs. Individuals complete postcard action plan.

Technology Integration

- The agenda will include the addresses for viewing the equity report card, the MLK Community Build Website, the ICSD Participates in the MLK Build wiki, etc. This will allow participants access to the report card and to contribute their ideas and efforts to the build.

Culturally Affirming Components

Participants share their personal social and cultural group membership as these relate to race, economic and disability status and home location.

Special Needs Accommodation

Work to make sure that your location is physically accessible, and communicate this in your advertising. Putting each quote on a separate card makes it easier for people to read.

Resources

Print copies of the Equity Report Card are available in the main entrance of the ICSD Board Building at 400 Lake, or from the Board of Education Clerk in that building or from Kim Fontana, Director of Staff Development and Research kfontana@icsd.k12.ny.us 257-1493. These are also available to download from:

http://web.me.com/cinemation3d/icsdmedia/Equity_files/ERC_final_3_4_Dec_28_2009.pdf

Supporting Materials

Connecting our work for mlk erc lesson

Equity Strategic Plan for MLK ERC lesson

ICSD Equity Report Card

Postcard evaluation for MLK erc lesson

docquotations for erc lessonl.

Supporting Web Sites

<http://www.nsrpharmony.org/protocol/doc/connections.pdf>

http://www.nsrpharmony.org/protocol/doc/block_party.pdf

http://web.me.com/cinemation3d/icsdmedia/Equity_files/ERC_final_3_4_Dec_28_2009.pdf

<https://sites.google.com/site/mlkcommunitybuild/>

<http://icsdmlkhome.wikispaces.com/>

Connecting our work—[ICSD Equity Report Card](#), [ICSD Strategic Plan](#), and the [MLK Community Build](#)



Peruse pages 8-12 of the Equity Report Card. How are your efforts represented? Have you participated in any of the work described on pages 8-10? What work? Is an organization you belong to represented on pages 11 and 12? What organization(s)?

Choose one measure in the Equity Report Card (pp 16-32). Deepen your understanding of that one measure by reading the data definition that pertains to it (pp.33-38). Then check out the actual numbers underlying the measure by going to subgroup counts (pp. 39-46).

An example:

Measure: Early Literacy (p. 18).

Data definition of Early Literacy (p. 34)

Sub group counts for Early Literacy (p. 39)

Discuss what the measure is, why it is important? What people are included in the measure? How are we doing on the measure in terms of racial, economic, disability, and residential equity?

Example continued:

The measure is the combined median scores of two reading tests at the end of first grade. First graders are included. First graders are doing quite well with all racial groups meeting the benchmark, but we see significant gaps by class among these groups. Neither students with disabilities, nor students from poverty who are rural are meeting the benchmark.

Look back at the school district and community efforts and the Equity and Inclusion Council Membership (pp. 8-12). What is being done to address inequity as represented in this measure? What would you like to do? Who could help you?

Example continued:

Many items in the descriptions probably apply. I'm interested in knowing more about the study groups, response to intervention, reading buddies, and read along songs. I am most interested in seeing how I could support students with disabilities in learning to read. I see there are both school and community contacts on the Equity and Inclusion Leadership Council related to students with disabilities.

Assessment

Report out from pairs to the larger group:

Plan to share the measure you looked at, what you learned about it and how we are performing, any specific vocabulary you have learned that will help others use the report card, efforts that are underway on your part or as indicated in the report card, people you plan to contact to further common work.

Complete postcard individually. Turn in to the facilitator. He/she will see if there are additional ways to connect you to work going on. He/she will mail the postcard back to you shortly either by snail mail or by scanning and sending electronically.

| | |
|---|---|
| <p>Achieving educational equity requires a careful identification and analysis of areas of inequity in student success and participation. Data analysis can target areas of greatest need, and highlight areas of relative success. It can also establish benchmarks against which we can measure progress toward our goal.</p> | <p>Sustained, long-term, systemic change...requires knowledgeable leadership committed to effective strategies to promote equity.</p> |
| <p>An effective strategy to promote equity and eliminate barriers of race, class, and disability requires training and development for all staff. Skills and commitment must be informed by knowledge, understanding, analysis, and reflection. Sufficient understanding of how race and class influences school success cannot be assumed among all staff members. Educators need a diverse array of strategies to teach children from widely varying backgrounds effectively.</p> | <p>All children can be successful when they are provided with the specific forms of educational support and intervention that meet their particular needs and learning styles. Children have many different educational needs and learning styles. To be successful, children require a range of support services and differentiated instructional strategies tailored to their individual needs.</p> |

| | |
|--|--|
| <p>Students learn best when their curriculum is consistent, coherent, well-articulated across classrooms, grade levels, and schools, reflective of state and national standards and research, fully representative of diverse perspectives and cultures and relevant and meaningful to students.</p> | <p>Every child needs an advocate to support his or her success in school. Families and community members can be the most effective advocates for children if they are welcomed and engaged by schools, and if they have effective strategies to support student success. Many families are not certain they are welcome in school, especially when they advocate for their children. Families are often uncertain about school policy and practice and their children's rights and responsibilities in school. Many school staff members are uncertain about how</p> |
|--|--|

| | |
|---|--|
| | <p>to collaborate successfully with families, especially with families from backgrounds different than their own</p> |
| <p>Progress toward equity requires clear, consistent, thorough communication with staff, families, and the community about problems, strategies, successes, and continuing challenges. Our community has not yet achieved a clear, commonly shared understanding of the nature and extent of educational inequity. Lack of information leads some to ignore the problems, while others develop a lack of trust that any efforts toward equity are underway and making a difference... The diversity of our community requires diverse communication strategies.</p> | <p>Achieving educational equity is a goal that requires the support, strategies, and resources of the whole community. A partnership between the school district and the community makes achievement of this goal possible. Success in these efforts will benefit the whole community.</p> |

Name: _____

Snail mail or email address: _____

Name: _____

Snail mail or email address: _____

| | |
|--|---|
| <p><i>Ways the Equity Report Card, Equity Strategic Plan and the MLK Build connect to my work:</i></p> | <p><i>Educational outcomes I specifically want to help improve:</i></p> |
| <p><i>Persons or organizations with whom I plan to collaborate:</i></p> | <p><i>Assistance I need from the facilitator:</i></p> |
| <p><i>Ways the Equity Report Card, Equity Strategic Plan and the MLK Build connect to my work:</i></p> | <p><i>Educational outcomes I specifically want to help improve:</i></p> |
| <p><i>Persons or organizations with whom I plan to collaborate:</i></p> | <p><i>Assistance I need from the facilitator:</i></p> |

| | |
|---|--|
| <p>Schools have to be infused with a mission if they are to be successful. The mission is clear: the rapid improvement of the school performance of Negroes and other poor children...Where a missionary zeal has been demonstrated by school administrators and teachers, and where this dedication has been backed by competence, funds and a desire to involve parents, much has been accomplished. But by and large American educators, despite occasional rhetoric to the contrary, have not dedicated themselves to the rapid improvement of the education of the poor.</p> | <p>Parents should be involved in the schools to a much greater extent, breaking down the barriers between the professionals and the community that they serve. Education is too important today to be left to professional fads and needs. There must be a greater evidence of competence and a new and creative link between parents and schools.</p> |
| <p>The schools have been the historic routes of social mobility. But when Negroes and others of the underclass now ask that schools play the same function for them, many within and outside the school system answer that the schools cannot do the job. They would impose on the family the whole task of preparing and leading youngsters into educational advance. And this reluctance to engage with the great issue of our day—the full emancipation and equality of Negroes and the poor—comes at a time when education is more than ever the passport to decent economic positions.</p> | <p>The United States is far from providing each child with as much education as he can use. Our school system still functions as a system of exclusion...there is an enormous reservoir of talent among Negro and poor youth. This society has to develop that talent. The unrealized capacities of many of our youth are an indictment of our society's lack of concern for justice and its proclivity for wasting human resources. As with so much else in this potentially great society, injustice and waste go together and endanger stability.</p> |

Block Party

A Pre-Reading Text-Based Activity

Adapted by Debbie Bambino from Kylene Beers pre-reading strategy

This activity can be used with a variety of texts, poems, articles, or whole books. It works well with large groups.

1. Facilitator writes quotes on index cards prior to session. You may choose one quote per participant, or repeat some quotes.
2. Participants randomly select quotes/cards and spend a few minutes reflecting upon their quote's meaning for them and their work. (3 minutes)
3. Participants mingle and share quotes in pairs. Participants are encouraged to share with three other participants in 5-minute segments. (15 minutes)
4. (Optional) Form triads or quads and share quotes and insights about the text and its implications for our work. (Extension: Speculate on the purpose/origin of the text.) (12 to 15 minutes)
5. Whole group sharing of ideas and questions raised by the experience. This can be done popcorn style or as a round, but is usually not a conversation. (10 to 12 minutes)
6. Facilitator shares the source of the quotes, posting the link, distributing the article, etc. for future work. (1 minute)
7. Debrief the process. (5 minutes)

Note: At the National Facilitator's Meeting in Chicago the following possibilities were shared:

- (1) *Have participants exchange cards/quotes after each round.*
- (2) *Use this format to share end-of-year reflections or start-up aspirations.*
- (3) *Using quotes from longer pieces can open up the conversation in large, mixed groups in which students and family members might have previously been excluded from the discussion of the material.*

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Connections

Developed by Gene Thompson-Grove.

What is *Connections*?

Connections is a way for people to build a bridge from where they are or have been (mentally, physically, etc.) to where they will be going and what they will be doing. It is a time for individuals to reflect—with the context of a group—upon a thought, a story, an insight, a question, or a feeling that they are carrying with them into the session, and then connect it to the work they are about to do. Most people engage in *Connections* at the beginning of a meeting, class, or gathering.

There are a few things to emphasize about *Connections* for it to go well . . .

- It is about connecting people's thoughts to the work they are doing or are about to do.
- Silence is OK, as is using the time to write, or to just sit and think. Assure people that they will spend a specific amount of time in *Connections*, whether or not anyone speaks out loud. Some groups—and people within groups—value the quiet, reflective time above all else.
- If an issue the group clearly wants to respond to comes up in *Connections*, the group can decide to make time for a discussion about the issue after *Connections* is over.

The “rules” for *Connections* are quite simple

- Speak if you want to.
- Don't speak if you don't want to.
- Speak only once until everyone who wants to has had a chance to speak.
- Listen and note what people say, but do not respond. *Connections* is not the time to engage in a discussion.

Facilitating the process is also straightforward. Begin by saying “*Connections* is open,” and let people know how long it will last. A few minutes before the time is up, let people know that there are a few minutes remaining, so that anyone who hasn't yet spoken might speak. With a minute or so to go, let the group know that you will be drawing *Connections* to a close, and again ask if anyone who hasn't spoken would like to speak. Before ending, ask if anyone who has spoken would like to speak again. Then end.

Ten minutes is usually enough time for groups of 10 people or fewer, 15 minutes for groups of 11 to 20 people, and 20 minutes for any groups larger than 20 people. *Connections* generally shouldn't last more than 20 minutes. People can't sustain it. The one exception is when there is a group that has been together for a period of time doing intensive work, and it is the last or next-to-the-last day of their gathering.

Some people will say that *Connections* is misnamed, since people don't connect to (or build on) what other people have said. However, the process is a connecting one; and powerful connections can still occur, even though they are not necessarily the result of back-and-forth conversation.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfformony.org.