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| Activist Movements Since 1970 |
| US History II/High School |
| This unit examines activist movements that followed the Civil Rights Movement in the United States; specifically: women’s rights; the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement; the disability rights movement; and the movement to protect the health and rights of workers and improve working conditions and wages. |
| Model Curriculum Units include lesson plans, embedded performance assessments, and resources. In using these units, consider the variability of learners in your class and adapt as necessary. |
| This unit examines activist movements that followed the Civil Rights Movement in the United States; specifically: women’s rights; the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement; the disability rights movement; and the movement to protect the health and rights of workers and improve working conditions and wages.  Image and Text Credits: Every effort has been made to acknowledge copyright. Any omissions brought to our attention will be corrected in subsequent editions.  The contents of this document were developed under a grant from the U.S. Department of Education. However, they do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. |

Contents

[Lesson 1: Introduction 5](#_Toc10381429)

[Lesson 2: The Great Fight for Disability Rights 7](#_Toc10381430)

[Lesson 3: Rights of Migrant Workers 10](#_Toc10381431)

[Lesson 4: Modern LGBTQ Recognition 13](#_Toc10381432)

[Lesson 5: Curriculum Embedded Performance Assessment 15](#_Toc10381433)

[Appendix A: Web Quest Worksheet 17](#_Toc10381434)

[Appendix B: Image Analysis Worksheet 18](#_Toc10381435)

[Appendix C: Document Analysis Worksheet 19](#_Toc10381436)

[Appendix D: “Jennifer Keelan, ‘I’ll take all night if I have to’” 20](#_Toc10381437)

[Appendix E: Willowbrook State School 21](#_Toc10381438)

[Appendix F: César Chávez, “We Shall Overcome”, September 16, 1965 22](#_Toc10381439)

[Appendix G: César Chávez, “Lesson of Dr. Martin Luther King, Jr.”, January 12, 1990 23](#_Toc10381440)

[Appendix H: Exposing Stereotypes 26](#_Toc10381441)

[Appendix I: Movement Analysis 27](#_Toc10381442)

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| **Stage 1 Desired Results** | | |
| **Established Goals G****Content Standards** **USII.T4.8:** Using primary and secondary sources, analyze the causes and course of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.   1. Women’s rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments to the 1964 Civil Rights Act, the 1973 Supreme Court decision, *Roe v. Wade*, the appointment of Sandra Day O’Connor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government. 2. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in *Goodridge v. Department of Public Health* (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in *Obergefell v. Hodges* (2015) 3. the disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (1990) 4. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., César Chávez and Dolores Huerta and the migrant farmworkers’ movement, \workplace protections against various forms of discrimination and sexual harassment)  **Standards for History and Social Science Practice, Pre-K–12** PS2. Organize information and data from multiple primary and secondary sources.  PS3. Analyze the purpose and point of view of each source; distinguish opinion from fact.  PS. 6 Argue or explain conclusions, using valid reasoning and evidence. | ***Transfer*** | |
| Students will be able to independently use their learning to understand that it is the responsibility of the people to preserve and expand rights for all | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  Students will understand that…  U1. The constitution is a living document, constantly changing and being reinterpreted.  U2. The expansion of individual rights is achieved through a variety of methods over time.  U3. Groups struggling to obtain equal rights have developed and utilized similar methods to accomplish their goals.  U4. People have the power to affect change locally, nationally and globally. | **ESSENTIAL QUESTIONS Q**   * EQ1. What does it mean to have rights? * EQ2. Where do the rights we enjoy today come from? * EQ3. Do we all share the same rights (equal rights)? * EQ4. How has the definition of a right or rights changed over time? * EQ5. How do groups gain recognition of their rights?   EQ6. How does society recognize the successes of groups advocating for their rights and the rights of others? |
| ***Acquisition*** | |
| Students will know…   * K1. Key figures, events and legal decisions of the following civil rights movements since 1970: activist movements that followed the Civil Rights Movement in the United States; specifically: women’s rights; the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement; the disability rights movement; and the movement to protect the health and rights of workers, and improve working conditions and wages. * K2. The similarities and differences between groups struggling to obtain their rights. | Students will be skilled at…   * S1. Synthesizing multiple primary and secondary sources to reach a conclusion. * S2. Analyzing the purpose and point of view of primary and secondary sources. * S3. Making informative and evidence-based presentations. * S4. Identifying the cause and effect relationships between significant events. * S5. Connect historical events to social changes. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
|  | Students design an exhibit that highlights a specific civil rights movement, and present it to their peers. | |
|  |  | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***   * **Lesson 1:** Students discuss the concept of “rights” and evaluate what it means to have and expand rights. * **Lesson 2:** Students explore the fight for expanded rights for Americans with disabilities and draw connections to other movements. * **Lesson 3:** Students learn about César Chávez’s efforts towards expanded rights for migrant workers. * **Lesson 4:** Students examine cultural norms and stereotypes and recognize that the fight for civil rights often faces cultural as well as legal obstacles. * **Lesson 5:** Students design an exhibit that highlights a specific civil rights movement, and present it to their peers. | | |
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# Lesson 1: Introduction

Students discuss the concept of “rights” and evaluate what it means to have and expand rights. Estimated time: 75 minutes.

## Objective

Develop a working definition of “civil rights” and apply it to different movements to understand the extent to which all people enjoy the same rights.

## Essential Questions

* EQ1. What does it mean to have rights?
* EQ2. Where do the rights we enjoy today come from?
* EQ3. Do we all share the same rights (equal rights)?
* EQ4. How has the definition of a right or rights changed over time?

## Content Standards

**USII.T4.8:** Using primary and secondary sources, analyze the causes and course of the social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.

## Standards for History and Social Science Practice, Pre-K–12

3. Organize information and data from multiple primary and secondary sources.

4. Analyze the purpose and point of view of each source; distinguish opinion from fact.

6. Argue or explain conclusions, using valid reasoning and evidence.

## Anticipated Preconceptions or Misperceptions

All people enjoy the same rights in contemporary American society.

## Suggestions

Students may complete the lesson activities individually, in pairs or small groups, or as a class. Ensure students can access the images and court case (*Frontiero v. Richardson*). This can be accomplished by printing and posting the images around the room, or sharing the images electronically.

## Lesson Sequence

1. The teacher should begin class with numerous images posted around the room. The teacher may allow students to get up and view each image, or examine each from their seat and answer the following questions for each source: “Who and what is pictured? What rights are the people depicted attempting to gain? Who already has access to those rights? How do you know?” Students may also add questions they have to the images as well. Answers to all questions should be either written on the white board around the image or written on a post it and place near/on the image.
2. Once students have circulated around the room they should be instructed to return to their seats and the teacher should give each one an index card. Students should answer the following question on the card “What does it mean to have rights?”, these may be anonymous. The teacher should collect the cards and save until later in this lesson.
3. The teacher should review each image and share some highlights with the class prior to explaining the significance of each image. Information for each image is included with the image list for this lesson.
4. Students should then be given the following source: Frontiero v. Richardson (1973), The Oyez Project, Illinois Institute of Technology, Chicago-Kent College of Law, US Supreme Court Media: <http://www.oyez.org/cases/1970-1979/1972/1972_71_1694>. Students should review the source in groups of two or three and answer the following questions “What right was being sought?”, “How was it achieved?”, “What impact does that have our current society?”
5. Students should then share their answers with each other in a turn and talk before entering in a whole class discussion lead by the classroom teacher. This should allow the teacher to explain how rights continue to expand, but it should be stressed that this expansion takes many forms. They key point that “The definition of rights is always evolving” should be emphasized whenever possible.
6. The teacher should display the following on a project/white board/poster: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”, from the Title IX ruling.
7. Students should be asked to consider what this means and offer proof to back up their meaning. As moderator, the teacher will need to keep this conversation moving in a positive and productive direction at all times. The teacher may choose to do this activity in pair or small groups to enhance the depth of the students’ understanding of rights.
8. Students will then examine Title IX, after reading the handout they should make a list of how Title IX is currently displayed in their school or what areas of the law connect to the responses they gave in number 8.
9. **WRAP UP:** Students should brainstorm individually to identify the areas/groups that they believe are working towards/need expanded rights currently in the United States.

**Formative assessment:** Exit ticket: In ONE OR TWO SENTENCES answer the following question: “How does expansion of rights for one group enhance the understanding of rights for all people?”

**Additional Optional Assignment:** Assign the web quest worksheet in Appendix A to each member for the class to help prepare them for the upcoming Curriculum Embedded Performance Assessment research project. This assignment can be done as a supervised in class assignment, time in a computer lab or as homework to be completed for a future class. Each lesson in this unit will have the option of completing this web quest and, if used consistently, these papers can be compiled to offer student a head start on their eventual Curriculum Embedded Performance Assessment.

**Preview outcomes for the next lesson:** Students will study the origins of other modern civil rights movements as a precursor to conducting their own investigation of a particular movement.

## Resources

* *Frontiero v. Richardson* (Oyez): <https://www.oyez.org/cases/1972/71-1694>
* Native American and Chicano students protest the 500th anniversary of Columbus landing in the Americas (October 12, 1992: University of Wisconsin-Madison Library): <https://www.library.wisc.edu/archives/wp-content/uploads/sites/23/2015/06/columbus1.jpg> and <https://www.library.wisc.edu/archives/wp-content/uploads/sites/23/2015/06/columbus2.jpg>
* Students stage a walkout to protest tuition hikes (September 15, 1999: University of Wisconsin-Madison Library): <https://www.library.wisc.edu/archives/wp-content/uploads/sites/23/2015/06/tuition.jpg>
* American Disabled for Attendant Programs Today (ADAPT) protest, 1980s (Tommy Olin/Smithsonian National Museum of American History): <http://everybody.si.edu/sites/default/files/styles/overlay/public/C87_0.jpg?itok=CP9Huf4b>
* Protest for Hispanic civil rights in New York City (July 23, 2003: Gale Cengage Learning): <http://callisto.ggsrv.com/imgsrv/FastFetch/UBER2/spep_0001_0001_0_img0089>
* Title VI of the 1964 Civil Rights Act (United States Department of Justice): <https://www.justice.gov/crt/fcs/TitleVI-Overview>
* Protestors voice their concerns over health care reforms (July 3, 2017: USA Today): <https://www.usatoday.com/picture-gallery/news/nation/2017/07/03/protesters-voice-their-concerns-over-health-care-reforms/103400020/>
* Women protest proposed changes to health care laws (March 28, 2012: CNN): <http://i2.cdn.turner.com/cnn/dam/assets/120327083906-women-protest-for-birth-control-story-top.jpg>
* People celebrate outside the Supreme Court in Washington, DC after its historic decision on gay marriage (June 26, 2015: Freedom for All Americans): <https://www.freedomforallamericans.org/wp-content/uploads/2015/12/o-SUPREME-COURT-GAY-MARRIAGE-facebook-1024x512.jpg>

# Lesson 2: The Great Fight for Disability Rights

Students explore the fight for expanded rights for Americans with disabilities and draw connections to other movements. Estimated time: 100 minutes.

## Objectives

Explain the impact of previous civil rights movements on the disabilities rights movement; list and explain the importance of major milestones in the disabilities rights movement; acknowledge the existence of and analyze the similarities found in the 1964 Civil Rights Act and the 1990 Americans with Disabilities Act.

## Essential Questions

* EQ1. What does it mean to have rights?
* EQ4. How has the definition of a right or rights changed over time?
* EQ5. How do groups gain recognition of their rights?
* EQ6. How does society recognize the successes of groups advocating for their rights and the rights of others?

## Content Standards

**USII.T4.8.c:** Using primary and secondary sources, analyze the causes and course of the following social and political movement, including consideration of the role of protest, advocacy organizations, and active citizen participation:

1. the disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (1990)

## Standards for History and Social Science Practice, Pre-K–12

3. Organize information and data from multiple primary and secondary sources.

4. Analyze the purpose and point of view of each source; distinguish opinion from fact.

6. Argue or explain conclusions, using valid reasoning and evidence.

## Anticipated Preconceptions or Misperceptions

Disabled people have always enjoyed the same rights as others.

## Suggestions

Students may complete the lesson activities individually, in pairs or small groups, or as a class. Ensure students can access the Image Analysis Worksheet (Appendix B), Document Analysis Worksheet (Appendix C), “Jennifer Keelan, ‘I’ll take all night if I have to’”(Appendix D), “Willowbrook State School” (Appendix E), and relevant websites and images cited in the lesson.

## Lesson Sequence

1. Bell Ringer: The classroom teacher should pass out one copy of the “Jennifer Keelan” handout (Appendix D) to each student and ask for a volunteer to read the paragraph aloud (or read it aloud to the class). Ask the students to consider the question and write their predictions on the back of the paper. After a few moments, the teacher can ask students to share and discuss their predictions. Once finished, this paper can be put aside until later in the period.
2. The classroom teacher should pass out one copy of the “Willowbrook” handout (Appendix E) to each student and ask for a volunteer to read the paragraph aloud (or read it aloud to the class). This portion of the lesson will focus on public perception versus reality of situations. The teacher should ask students to write down words or phrases that the paper brings to mind. After they have completed this, the teacher should lead a brief turn and talk about the impression the students may have of the school (possible impressions could include *expensive, institutional, depersonalizing, bleak, remote, removed, hospital, intimidating, isolating, boarding school, creepy, large*.) The classroom teacher should help the students consider the impressiveness of the building itself as well as the intended purpose and any other such important observational points by asking targeted questions and make I wonder statements.
3. Show part one of “The Great Fight for Disability Rights” (1:15 minutes)
4. At the conclusion of the first portion of this film, the teacher will lead the class in a Discussion Spiral, where (1) each student writes down their thoughts on the film so far, (2) they get into small groups and share their ideas (3) then write the best notes from the group on the board in front of the whole class. If weaknesses appear or more sophisticated understanding is needed, please use guiding questions to help students adjust. This process should focus on asking the students to create parallels between the rights fought for in the film as well as the techniques used by the various groups involved. Important points for this discussion may include the fact that the group used techniques learned from previous civil rights battles (10:20), a main goal was to get their demands into the public eye (10:40) and that the group was willing to engage in illegal acts to effect change (12:30). This discussion should also include a reflection on the Willowbrook Scandal of 1972 and the differences between the original perception of the School and the eventual documentary that brought about its close. Students should also be prepared to discuss the following questions at the end of the film, “What did the disabilities rights movement learn from other movements?” and “Why is it important to get your message in the public eye?” Teachers may choose to write these questions on the board and have the students write down their answers after they have finished the film as part of an in-class writing assignment or for homework.
5. Students should be asked to take out their predictions from the “Jennifer Keelan” question and discuss how accurate they may or may not have been. The teacher should lead the conversation and continually emphasize Jennifer’s actions and statements in the context of the fight for equal civil rights afforded to all people in the US.
6. Maybe use a lesson from your unit to make this more interactive. Activator for 2nd Half of Film: Students will be shown several images of the March on Washington (1963) and asked the following questions: What tactic is used? Why is it effective? What do you believe the result will be? Why do you believe this tactic is able to produce that result? The teacher may wish to allow students to break into small groups to discuss the handout before asking the students to answer these questions on the board to check back on after the film is complete. Library of Congress, Prints and Photographs Reading Room, Prints & Photographs Online Catalog, Marchers, Signs, and tent at the March on Washington, 1963: <http://www.loc.gov/pictures/resource/ppmsca.37228/>, Library of Congress, Prints and Photographs Reading Room, Prints & Photographs Online Catalog, Demonstrators holding signs during the March on Washington, 1963: <http://www.loc.gov/pictures/resource/ds.04668/>
7. Film Clip 2:15 Minutes: The teacher should show part two of “The Great Fight for Disability Rights”. Students should pay attention for the additional information concerning Jennifer. Students should also be prepared to discuss the following questions at the end of the film, “Are there cases where a disability excludes you from employment or access?” and “If your goal is for the public good, is it acceptable to break the law, why?” Teachers may choose to write these questions on the board for use later in the period.
8. Students should be divided into two groups and given two sources (one to each group), Lyndon Johnson’s comments upon signing the Civil Rights Act of 1963, Miller Center.org, University of Virginia, U.S. Presidents, Speech Archive, Social Change & Soviet Relations, Lyndon Johnson, Remarks upon signing the Civil Rights Bill, July 2, 1964: <https://www.texasarchive.org/library/index.php/Remarks_Upon_Signing_the_Civil_Rights_Bill,_July_2,_1964> and George H.W. Bush’s comments upon signing the American with Disabilities Act, U.S. Equal Employment Opportunity Commission, EEOC History: 35th Anniversary: 1965 – 2000, History, The 1990s: New Laws, New Strategies, The Americans With Disabilities Act of 1990, Transcript: <http://www.eeoc.gov/eeoc/history/35th/videos/ada_signing_text.html>.

Students should complete a document analysis worksheet (Appendix C) for their assigned source and write a three to four sentence summary they believe reflects why that president signed the bill.

The teacher should then facilitate students exchanging information to compare and contrast the documents by placing students in groups that contain one or two students who were assigned each document and having students explain the document they read to their peers.

**Wrap Up:** Visual Source Analysis: Students will be given an altered image of the American flag, Smithsonian, Everybody: An Artifact History of Disability in America, “Crip is Hip”, Image Gallery, Lap blanket with universal access symbol, 1990s: <http://everybody.si.edu/sites/default/files/styles/overlay/public/W64_0.JPG?itok=P8wj46pa> and asked to write a brief explanation of the message of the flag and create another American flag that represents a movement or area which they believe should currently gain additional rights.

**Formative assessment:** Exit ticket: Why do you believe public perception matters to the success of a movement?

**Additional Optional Assignment:** Assign the web quest worksheet in Appendix A to help students prepare for the Curriculum Embedded Performance Assessment. This assignment can be done as a supervised in class assignment, time in a computer lab or as homework to be completed for a future class. Each lesson in this unit will have the option of completing this web quest and, if used consistently, these papers can be compiled to offer students a head start on their eventual Curriculum Embedded Performance Assessment.

**Preview outcomes for the next lesson:** Students learn about César Chávez’s efforts towards expanded rights for migrant workers.

## Resources

* The Great Fight for Disability Rights (video)
* Marchers, signs, and tent at the March on Washington, 1963 (Library of Congress Prints and Photographs Division): <http://www.loc.gov/pictures/resource/ppmsca.37228/>
* Demonstrators holding signs during the March on Washington, 1963 (Library of Congress Prints and Photographs Division): <http://www.loc.gov/pictures/resource/ds.04668/>
* Video of President Lyndon B. Johnson’s Remarks upon Signing the Civil Rights Bill, July 2, 1964 (Texas Archive of the Moving Image/LBJ Library & Museum): <https://www.texasarchive.org/library/index.php/Remarks_Upon_Signing_the_Civil_Rights_Bill,_July_2,_1964>
* Written Remarks of President George Bush at the Signing of the Americans with Disabilities Act, July 26, 1990 (U.S. Equal Employment Opportunity Commission): <https://www.eeoc.gov/eeoc/history/35th/videos/ada_signing_text.html>
* Everybody: An Artifact History of Disability in America, “Crip is Hip”, Image Gallery, Lap blanket with universal access symbol, 1990s (Smithsonian National Museum of American History): <http://everybody.si.edu/sites/default/files/styles/overlay/public/W64_0.JPG?itok=P8wj46pa>
* Image Analysis Worksheet (Appendix B)
* Document Analysis Worksheet (Appendix C)
* “Jennifer Keelan, ‘I’ll take all night if I have to’”(Appendix D)
* “Willowbrook State School” (Appendix E)

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# Lesson 3: Rights of Migrant Workers

Students learn about César Chávez’s efforts towards expanded rights for migrant workers. Estimated Time: 75 minutes.

## Objective

Explain the significance of major milestones in the movement to protect the health and rights of workers.

## Essential Questions

* EQ5. How do groups gain recognition of their rights?
* EQ6. How does society recognize the successes of groups advocating for their rights and the rights of others?

## Content Standards

**USII.T4.8.e:** Using primary and secondary sources, analyze the causes and course of the following social and political movement, including consideration of the role of protest, advocacy organizations, and active citizen participation:

1. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., César Chávez and Dolores Huerta and the migrant farmworkers’ movement, workplace protections against various forms of discrimination and sexual harassment)

## Standards for History and Social Science Practice, Pre-K–12

3. Organize information and data from multiple primary and secondary sources.

4. Analyze the purpose and point of view of each source; distinguish opinion from fact.

6. Argue or explain conclusions, using valid reasoning and evidence.

## Lesson Sequence

1. Bell Ringer: Do an image search using the keywords, “César Chávez Marching” and ask students to try to gather as much information as possible about the movement from this single image. The teacher can offer guiding questions such as: Who is protesting? Where do you think it is located? What are they protesting for? If time allows, the class should complete and pass in the Photo Analysis Worksheet.
2. Once students have had the chance to review and analyze the image the following information should be revealed: “By 1964 a movement arose and the union United Farm Workers Association (UFWA) was formed with 1,000 members. The farm workers wanted better wages and better working and living conditions. In August 1965, an independent walkout of Mexican and Filipino grape workers in Delano, California caught the leader and organizer of the United Farm Workers, César Chávez 's attention. An even larger strike led by the Filipinos against all the grape companies in the Delano area was supported by UFWA. When the strike was not successful in completely halting field work, Chávez organized a march to California's state capitol to inspire farm workers to join the Union. The march was effective in getting national attention, however, Chávez knew that neither the march nor the strike would be effective in getting the grape producers to negotiate. UFWA then decided to call a boycott of the Schenley Liquor Company who owned the vast majority of the vineyards in the San Joaquin Valley. This was a success and soon other grape producers were forced to sign contracts. This boycott was the most successful in American history” Modified From <http://l3d.cs.colorado.edu/systems/agentsheets/new-vista/grape-boycott/>
3. Students should be given time for a “Turn and Talk “to discuss their original thoughts on the picture as compared to this new information.
4. Students should be given a copy of Chávez’ “We Shall Overcome” (Appendix F) and asked to complete the document analysis worksheet on it.
5. Two headings should be placed on the board, “REASONS TO ACT”, “POSSIBLE ACTIONS”, students should work in small groups to review their analysis sheet and brainstorm reasons the farm workers needed to organize/take action and possible actions they could take that would fit within the context of the document.
6. Students should take turns going to the board to write and explain their responses to the class, the teacher can spend additional time on this step if needed.
7. Students should then be given the portion of Chávez’s speech concerning Martin Luther King Jr. from 1990. The speech can be chunked for individual students or groups depending on time (as determined by the classroom teacher). Based on the speech they need to write a list of 5 to 10 bullet points which will serve as “Advice for Future Activist Movements”. Along with the creation of an acronym they believe represents the most important lessons for future movements to consider and a logo that represents the philosophy of their acronym. Allow students to complete this assignment on larger paper if possible and post around the room. This assignment may extend beyond the classroom time allotted and may need to be assigned as homework to be revisited for the next class meeting.

**Wrap Up:** Students should tour the room and view each group’s acronym and logo. The teacher should briefly review the acronyms and logos with the class, adding and questioning choices where appropriate. Students should be asked to consider the acronyms around the room and, using “post-its”, label the general movements or specific events that may have served as inspiration for the selection by the group that created it. Once this is completed, the group that created each acronym and logo should review the “post-its” placed on their items and explain their motivation for selecting their items vs. what other students posted.

**Formative assessment:** Exit ticket: Each student must answer the following question, “Consider the acronym you created, how could you apply one or two items from your acronym to the local issue you identified at the end of the Agent of Change lesson?”

**Additional Optional Assignment:** Assign the web quest worksheet in Appendix A to each member for the class to help prepare them for the upcoming Curriculum Embedded Performance Assessment. This assignment can be done as a supervised in class assignment, time in a computer lab or as homework to be completed for a future class. Each lesson in this unit will have the option of completing this web quest and, if used consistently, these papers can be compiled to offer student a head start on their eventual Curriculum Embedded Performance Assessment.

**Preview outcomes for the next lesson:** Students examine cultural norms and stereotypes and recognize that the fight for civil rights often faces cultural as well as legal obstacles.

## Resources

* César Chávez, “We Shall Overcome”, September 16, 1965 (Appendix F)
* César Chávez, “Lessons of Dr. Martin Luther King, Jr.”, January 12, 1990 (Appendix G)

# Lesson 4: Modern LGBTQ Recognition

Students examine cultural norms and stereotypes and recognize that the fight for civil rights often faces cultural as well as legal obstacles. Estimated Time: 75 minutes.

## Objective

Identify ways to enact change, bring attention to social issues, and tackle stereotypes in their community.

## Essential Questions

* EQ1. What does it mean to have rights?
* EQ5. How do groups gain recognition of their rights?
* EQ6. How does society recognize the successes of groups advocating for their rights and the rights of others?

## Content Standards

**USII.T4.8.b:** Using primary and secondary sources, analyze the causes and course of the following social and political movement, including consideration of the role of protest, advocacy organizations, and active citizen participation:

1. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in *Goodridge v. Department of Public Health* (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in *Obergefell v. Hodges* (2015)

## Standards for History and Social Science Practice, Pre-K–12

3. Organize information and data from multiple primary and secondary sources.

4. Analyze the purpose and point of view of each source; distinguish opinion from fact.

6. Argue or explain conclusions, using valid reasoning and evidence.

## Anticipated Preconceptions or Misperceptions

Star athletes must be heterosexual; teenagers are not typically capable of effecting change on a meaningful level.

## Lesson Sequence

1. Bell Ringer: The teacher should pass out the ““Exposing Stereotypes” (Appendix H) handout to the class and read the instructions aloud. Teacher may also need to remind the class to be sure not to include derogatory or inappropriate comments on the paper. All answers should be based on traditional stereotypes, not individuals from their own school.
2. After students are done filling out the handout, the teacher should lead a class Discussion Spiral, where (1) each student writes down their thoughts on the stereotypes, (2) they get into small groups and share their ideas (3) then write the best notes from the group on the board in front of the whole class. If weaknesses appear or more sophisticated understanding is needed, please use guiding questions to help students adjust. This process should focus on asking the students what stereotypes were chosen for each position and why. It is the job of the teacher to keep the conversation safe and appropriate at all times. The discussion should focus on where these stereotypes may have originated and if they are still considered accurate today.

* After the discussion ends, the class should read “Icon Recast: Support for a Gay Athlete” (New York Times): <https://www.nytimes.com/2000/04/30/sports/icon-recast-support-for-a-gay-athlete.html>

1. Students may not be familiar with the story of Matthew Shepard, referenced as the reason for Corey Johnson’s decision to announce his sexuality. A brief background can be found at <https://www.matthewshepard.org/about-us/>. The classroom teacher may choose to discuss this event by means of a brief lecture/note taking if he/she feels it would advance the class’ understanding of the cultural climate of the time and give the students a deeper grasp of the civil conflict surrounding the LBGTQ movement.
2. The classroom teacher should ask students to take their ““Exposing Stereotypes” (Appendix H) handout out again and review the stereotypes the classroom used for the football captain to see if any of the students chose “gay” (or a synonym). Why/Why not? The focus should then be led towards the film itself and Corey’s decision to come out in high school, rather than wait till the end of his senior year (or even after the football season ended). Discuss possible motivation and obstacles he may have faced that did not make it into the short video.
3. Have the students use “Turn and Talk” to focus their thoughts specifically on the questions, “Was Mr. Johnson a “change agent?” How so? Why did Mr. Johnson feel it was important to come out to his teammates? With these questions the topic of age should be brought up for discussion as well. How old must one be to create real change – can high school students effect change in their school, town, or state? How?” How old must one be to create real change? Can high school students effect change in their school? Town? State? Why/How? Student answers will vary but the teacher should continually redirect to opportunities for all students to have a voice of change, and use the civil rights movements of this unit as examples.
4. Writing Assignment/Exit Ticket: Students should be instructed to think about their own school and community and answer the following questions on paper to be passed in before the end of the period: “Consider what issues you would like to see addressed in your own school or community. Based on what you’ve seen thus far from the activist groups in this unit, how could you become an ‘Agent of Change’ for these local issues.”

**Assessment**

**Formative assessment:** Exit ticket: In one-two paragraphs, have each student write an explanation of any changes in opinions that they may have concerning their original “Stereotypes” bell ringer, completed prior to watching the video.

**Additional Optional Assignment:** Assign the web quest worksheet in Appendix A to each member for the class to help prepare them for the Curriculum Embedded Performance Assessment. This assignment can be done as a supervised in class assignment, time in a computer lab or as homework to be completed for a future class. Each lesson in this unit will have the option of completing this web quest and, if used consistently, these papers can be compiled to offer student a head start on their eventual Curriculum Embedded Performance Assessment.

**Preview outcomes for the next lesson:** Students will design an exhibit that highlights a specific civil rights movement, and present it to their peers. If the web quests have been completed at the end of each lesson, they will be used as a starting point for the next lesson.

## Resources

* “Exposing Stereotypes” (Appendix H)
* “Icon Recast: Support for a Gay Athlete” (New York Times): <https://www.nytimes.com/2000/04/30/sports/icon-recast-support-for-a-gay-athlete.html>

# Lesson 5: Curriculum Embedded Performance Assessment

Students design an exhibit that highlights a specific civil rights movement, and present it to their peers. Prior knowledge of Lessons 1-5 is required. Estimated Time: 100-150 minutes.

## Objectives

Identify activist movements since 1970; reflect on one’s own learning as it relates to these movements; create a representation of a movement or aspect of a movement.

Students will be asked if they have ever toured a museum and asked to brainstorm ideas of what they would expect to see at a museum (general ideas, not related to civil rights). Students will be given time in a Turn and Talk approach to brainstorm and share out with the class.

Students should be given the checklist for what their museum exhibit should contain. The requirements and weight of each one are left to the classroom teacher to decide depending on the dynamics of each particular classroom, but suggestions include:

1. Title
2. At least 3 images
3. At least 3 quotes
4. At least 2 audio/video clips
5. At least 2 sources for further study
6. A one paragraph summary of their exhibit with an image (this must be submitted to the teacher for inclusion in the museum brochure)

The classroom teacher should create a “Museum Brochure\*\*” based upon the students’ summaries of their work. This can be created in a program such as Microsoft Publisher or students can be charged with adding their information to a common document. Once created and proofread, the teacher should make enough copies for the entire class.

\*\*May be wiki, or a website

This handout should serve as a summary of the project, suitable for parents and such. There are a variety of topics for each student/group to study and the teacher may choose to assign them in any way they see fit:

1. Assign topics
2. Allow students to choose
3. Create a topic bank from which students will select a topic

The classroom teacher should allow students ample time to research and create their exhibit. One or more classroom trips to the library or computer lab will be required. Although open research is an option, teachers are encouraged to use the following sources for each topic: *neighborhood integration, affirmative action, disparities and trends in educational achievement and attainment, healthcare, wealth and income disparities, incarceration rates, women’s rights, rights movements associated with specific racial and ethnic groups,* and *the rights of senior citizens*

Students need to be allowed ample time to create their exhibit. It is assumed that the research portion of this lesson will take an additional 100–150 min as well as time at home.

**Wrap Up:** A “Museum Ticket” should be created by the teacher to be passed out to each student. This ticket may include artwork from the students, the school logo or any representative piece of artwork as well as the date/time of the event to create an authentic feel for the ticket. Students will be given this ticket to attend the opening of their own “Activist Movements Since 1970” Museum and asked to respond to the following questions on the back of the ticket or on an attached paper:

1. What part are they most pleased with in their exhibit?
2. What other exhibits are they most interested in seeing?
3. What are the common events or approaches in the exhibits?
4. Which image did you find the most moving?
5. Which group do you feel has made the most significant progress?

**Curriculum Embedded Performance Assessment**

|  | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- |
| **Title** | Title is appropriate, connected to the movement, is creative and shows deeper understanding of the movement | Title is appropriate, mostly connected to the movement, is creative. | Title is appropriate and connected to the movement | Title is appropriate yet unimaginative |
| **Images** | 4 appropriate images are used, connected to text of exhibit, shows understanding of the movement and represents a large scope of research | 3 appropriate images are used, connected to text of exhibit, and represents a large scope of research | 2 appropriate images are used, connected to text of exhibit and represents limited aspects of the movement | 1 appropriate image is used, partially connected to text of exhibit and represents very limited aspects of the movement |
| **Quotes** | 3 appropriate quotes are used, connected to the exhibit, help the viewers create connections to the content of the exhibit. | 2 appropriate quotes are used, connected to the exhibit, help the viewers create connections to the content of the exhibit. | 1 appropriate quote is used, connected to the exhibit, help the viewers create connections to the content of the exhibit. | Quotes used are loosely connected to the exhibit, difficult for the viewers to create connections to the content of the exhibit. |
| **Audio/Video Clip** | 2 Audio/Video Clips are used which greatly enhance the exhibit by making connections to content and reinforcing the main points | 2 Audio/Video Clips are used which enhance the exhibit and make some connections to content and partially reinforcing the main points | 1 Audio/Video Clips is used which enhances the exhibit and makes some connections to content and partially reinforcing the main points | No Audio/Video clips are used or those present lack any clear historical connection to the movement and exhibit |
| **Further Resources** | 4 Appropriate resources are identified and reviewed for viewers to continue their study of the exhibit's movement portrayed. | 3 Appropriate further resources are identified and reviewed for viewers to continue their study of the exhibit's movement portrayed. | 2 Appropriate further resources are identified and reviewed for viewers to continue their study of the exhibit's movement portrayed. | Appropriate further resources are identified and reviewed for viewers to continue their study of the exhibit's movement portrayed. |
| **Summary** | Summary captures all aspects of the movement, reviews the goals and outcomes and long term implications of the movement while calling attention to specific parts of the exhibit | Summary captures all aspects of the movement, reviews at least two of the following: goals, outcomes, long term implications of the movement. Calls attention to specific parts of the exhibit to support summary | Summary captures most aspects of the movement, reviews the goals or outcomes or long term implications of the movement while calling attention to specific parts of the exhibit | Summary captures limited aspects of the movement, reviews the goals or outcomes or long term implications of the movement while calling limited attention to specific parts of the exhibit |

# Appendix A: Web Quest Worksheet

Gather, organize, and cite information from a variety of online, print, and other sources. Pay close attention to whether the source is primary or secondary. Primary sources are documents written or created during the period under study (e.g., census data, a map, an interview, a speech, or an artifact such as a building, painting, or tool) and considered first-hand accounts. Secondary sources are later interpretations or commentaries based on primary sources.

* Key leaders and organizers associated with the movement
* Key events that drew attention to the movement
* Representations of the movement in the media (e.g., movies, television, periodicals, social media)
* Related court cases, including but not limited to Supreme Court rulings
* Manifestations of the movement in popular culture (e.g., clothing, language/slang, sports, music, literature, etc.)
* Impact of the movement on other groups’ struggles for civil rights

# Appendix B: Image Analysis Worksheet

* Author:
* Year:
* Title:
* What other historical events were going on at the time?
* How does this document fit in with America at that time? Widespread? Regional?
* What do you see in this image? What is going on in the image?
* Why are these things happening in this image? What is the message of this image?
* What are your personal reactions to this image?
* What connections to other topics and time periods can you make between this image and our study of history and/or your own knowledge?
* What questions do you have concerning this image?

# Appendix C: Document Analysis Worksheet

* Author:
* Year:
* Title:
* What other historical events were going on at the time?
* How does this document fit in with America at that time? Widespread? Regional?
* What is the purpose/thesis of the document?
* What are the major points made in the document?
* What are your personal reactions to this document?
* What connections to other topics and time periods can you make between this document and our study of history and/or your own knowledge?
* What questions do you have concerning this document?

# Appendix D: “Jennifer Keelan, ‘I’ll take all night if I have to’”

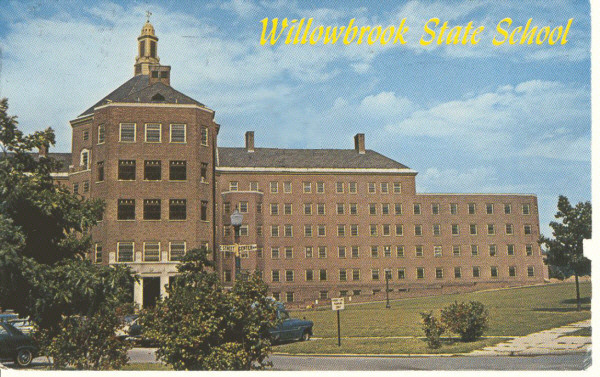
On March 13, 1990 Jennifer Keelan, an eight year old girl from Denver Colorado, was quoted as saying “I’ll take all night if I have to.” Clearly this quote is remembered for its resolve and maturity considering the age of the speaker. Without knowing any of the background information of Jennifer or the circumstances of her now famous words, try to predict what events may have prompted her speak these words and why they have become an important statement in the context of civil rights. The answer to this question will appear at the 10:30 mark of the second half of today’s video.



Source: <http://i.ytimg.com/vi/kU9cDyqvH-g/hqdefault.jpg>

# Appendix E: Willowbrook State School

Designed in 1938 and originally known as Halloran General Hospital, the Willowbrook State School was built as a facility for intellectually disabled children. The facility was housed on a 375 acres site in the Willowbrook section of Staten Island. Construction was completed in 1942 and the site was large enough to comfortably accommodate as many as 4,000 disabled people.



Willowbrook State School, 1972

Source: <http://members.cox.net/johora7/images/willowbrook_photo_better.jpg>

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Willowbrook State School, ca. 1940

Source: <http://www.mn.gov/mnddc/wolfensberger/imagegallery/slides151-200/wolf_189.html>

# Appendix F: César Chávez, “We Shall Overcome”, September 16, 1965

In a 400 square mile area halfway between Selma and Weedpatch, California, a general strike of farm workers has been going on for six weeks. The Filipinos, under AWOC AFL-CIO began the strike for a $1.40 per hour guarantee and a union contract. They were joined by the independent Farm Workers Association which as a membership of several thousand Mexican-Americans.

Filipino, Mexican-American and Puerto Rican workers have been manning picket lines daily for 41 days in a totally non-violent manner. Ranchers in the area, which include DiGiorgio Fruit, Schenley, and many independent growers, did not take the strike seriously at first. By the second or third week, however, they began taking another look-- and striking back. Mechanized agriculture began picketing the pickets -- spraying them with sulfur, running tractors by them to create dust storms, building barricades of farm machinery so that scabs could not see the pickets. These actions not only increased the determination of the strikers, but convinced some of the scabs that the ranchers were, in fact, less than human. Scabs quit work and the strike grew.

The growers hired security guards for $43 a day. They began driving their Thunderbirds, equipped with police dogs and rifles, up and down the roads. The people made more picket signs, drew in their belts, and kept marching.

Production was down 30% and the growers began looking for more and more scabs. They went to Fresno and Bakersfield and Los Angeles to find them. They didn't tell the workers that they would be scab crews. The pickets followed them into every town and formed ad hoc strike committees to prevent scabbing. They succeeded in these towns. Within two weeks, only one bus, with half a dozen winos, escorted by a pearl gray Cadillac, drove into the strike zone. A new plan was formed. The ranchers would advertise in South Texas and old Mexico. They bring these workers in buses and the workers are held in debt to the rancher before they even arrive in town. We have a new and more difficult task ahead of us with these scabs.

As our strike has grown, workers have matured and now know why and how to fight for their rights. As the strike has grown into a movement for justice by the lowest paid workers in America, friends of farm workers have begun to rally in support of LA CAUSA. Civil rights, church, student and union groups help with food and money.

We believe that this is the beginning of a significant drive to achieve equal rights for agricultural workers. In order to enlist your full support and to explain our work to you, I would like to bring some of our pickets and meet with you.

VIVA LA CAUSA Y

VIVA LA HUELGA

César Estrada Chávez

General Director,

National Farm Workers Association

# Appendix G: César Chávez, “Lesson of Dr. Martin Luther King, Jr.”, January 12, 1990

My friends, today we honor a giant among men: today we honor the reverend Martin Luther King, Jr.

Dr. King was a powerful figure of destiny, of courage, of sacrifice, and of vision. Few people in the long history of this nation can rival his accomplishment, his reason, or his selfless dedication to the cause of peace and social justice.

Today we honor a wise teacher, an inspiring leader, and a true visionary. But to truly honor Dr. King we must do more than say words of praise.

We must learn his lessons and put his views into practice, so that we may truly be free at last.

Who was Dr. King?

Many people will tell you of his wonderful qualities and his many accomplishments. But what makes him special to me, the truth many people don't want you to remember, is that Dr. King was a great activist, fighting for radical social change with radical methods.

While other people talked about change, Dr. King used direct action to challenge the system. Dr. King wasn't afraid of tension, He welcomed it, and used it wisely.

In his famous letter from the Birmingham jail, Dr. King wrote that "the purpose of the direct action is to create a situation so crisis-packed that it will inevitably open the door to negotiation."

Dr. King was also radical in his beliefs about violence. He learned how to successfully fight hatred and violence with the unstoppable power of non-violence.

He once stopped an armed mob, saying; "we are not advocating violence. We want to love our enemies. I want you to love our enemies. Be good to them. This is what we live by. We must meet hate with love."

Dr. King knew that he very probably wouldn't survive the struggle that he led so well. But he said "if i am stopped, the movement will not stop. If i am stopped, our work will not stop. For what we are doing is right. What we are doing is just. And god is with us."

My friends, as we enter a new decade, it should be clear to all of us, that there is an unfinished agenda, that we have miles to go before we reach the promised land.

The men who rule this country today never learned the lessons of Dr. King. They never learned that non-violence is the only way to peace and justice.

Our nation continues to wage war upon its neighbors, and upon itself.

The powers that be rule over a racist society, filled with hatred and ignorance.

Our nation continues to be segregated along racial and economic lines.

The powers that be make themselves richer by exploiting the poor. Our nation continues to allow children to go hungry, and will not even house its own people. The time is now for people, of all races and backgrounds, to sound the trumpets of change. As Dr. King proclaimed "there comes a time when people get tired of being trampled over by the iron feet of oppression."

My friends, the time for action is upon us. The enemies of justice want you to think of Dr. King as only a civil rights leader, but he had a much broader agent. He was a tireless crusader for the rights of the poor, for an end to the war in Vietnam long before it was popular to take that stand, and for the rights of workers everywhere.

Many people find it convenient to forget that Martin was murdered while supporting a desperate strike on that tragic day in Memphis, Tennessee. He died while fighting for the rights of sanitation workers.

Dr. King's dedication to the rights of the workers who are so often exploited by the forces of greed has profoundly touched my life and guided my struggle.

During my first fast in 1968, Dr. King reminded me that our struggle was his struggle too. He sent me a telegram which said "our separate struggles are really one – a struggle for freedom, for dignity, and for humanity."

I was profoundly moved that someone facing such a tremendous struggle himself would take the time to worry about a struggle taking place on the other side of the continent.

Just as Dr. King was a disciple of Ghandi and Christ, we must now be Dr. King's disciples.

Dr. King challenged us to work for a greater humanity. I only hope that we are worthy of his challenge.

The United Farm Workers are dedicated to carrying on the dream of reverend Martin Luther King, Jr. My friends, I would like to tell you about the struggle of the farm workers who are waging a desperate struggle for our rights, for our children's rights and for our very lives.

Like Dr. King, i too have a dream. I have a dream that farm workers, and especially their children, won't have to fear their safety and even their very lives when they labor in the fields.

Many decades ago the chemical industry promised the growers that pesticides would bring great wealth and bountiful harvests to the fields.

Just recently, the experts are learning what farm workers, and the truly organize farmers have known for years.

The prestigious National Academy of Sciences recently concluded an exhaustive five-year study which determined that pesticides do not improve profits and do not produce more crops.

What, then, is the effect of pesticides? Pesticides have created a legacy of pain, and misery, and death for farm workers and consumers alike.

The crop which poses the greatest danger, and the focus of our struggle, is the table grape crop. These pesticides soak the fields, drift with the wind, pollute the water, and are eaten by unwitting consumers.

These poisons are designed to kill, and pose a very real threat to consumers and farm workers alike. The fields are sprayed with pesticides; like Captan, Parathion, Phosdrin, and Methyl Bromide. These poisons cause cancer, DNA mutation, and horrible birth defects.

The Central Valley of California is one of the wealthiest agricultural regions in the world. In its midst are clusters of children dying from cancer.

The children live in communities surrounded by the grape fields that employ their parents. The children contact the poisons when they play outside, when they drink the water, and when they hug their parents returning from the fields.

And the children are dying.

They are dying slow, painful, cruel deaths in towns called cancer clusters, in cancer clusters like McFarland, where the children cancer rate is 800 percent above normal. A few months ago, the parents of a brave little girl in the agricultural community of Earlimart came to the United Farm Workers to ask for our help.

The Ramirez family knew about our protests in nearby McFarland and thought there might be a similar problem in Earlimart. Our union members went door to door in Earlimart, and found that the Ramirez family's worst fears were true:

There are at least four other children suffering from cancer in the little town of Earlimart, a rate 1200 percent above normal.

In Earlimart, little Jimmy Caudillo died recently from Leukemia at the age of three.

Three other young children in Earlimart, in addition to Jimmy and Natalie, are suffering from similar fatal diseases that the experts believe are caused by pesticides.

These same pesticides can be found on the grapes you buy in the stores.

My friends, the suffering must end. So many children are dying, so many babies are born without limbs and vital organs, so many workers are dying in the fields.

We have no choice; we must stop the plague of pesticides.

The growers responsible for this outrage are blinded by greed, by racism, and by power.

The same inhumanity displayed at Selma, in Birmingham, in so many of Dr. King's battlegrounds, is displayed every day in the vineyards of California.

The farm labor system in place today is a system of economic slavery.

My friends, even those farm workers who do not have to bury their young children are suffering from abuse neglect, and poverty.

Our workers labor for many hours every day under the hot sun, often without safe drinking water or toilet facilities.

Our workers are constantly subjected to incredible pressures and intimidation to meet excessive quotas.

The women who work in the fields are routinely subjected to sexual harassment and sexual assaults by the growers' thugs. When our workers complain, or try to organize, they are fired, assaulted, and even murdered.

Just as Bull Connor turned the dogs loose on non-violent marchers in Alabama, the growers turn armed foremen on innocent farm workers in California.

The stench of injustice in California should offend every American. Some people, especially those who just don't care, or don't understand, like to think that the government can take care of these problems. The government should, but it won't.

The growers used their wealth to buy good friends like Governor George Deukmajian, Ronald Reagan, and George Bush.

My friends, if we are going to end the suffering, we must use the same people power that vanquished injustice in Montgomery, Selma and Birmingham.

I have seen many boycotts succeed. Dr. King showed us the way with the bus boycott. And with our first boycott, we were able to get DDT, Aldrin, and Dieldrin banned, in our first contracts with grape growers. Now, even more urgently, we are trying to get deadly pesticides banned.

The growers and their allies have tried to stop us for years with intimidation, with character assassination, with public relations campaigns, with outright lies, and with murder.

But those same tactics did not stop Dr. King, and they will not stop us.

Once social change begins, it cannot be reversed.

You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. And you cannot oppress the people who are not afraid anymore.

In our life and death struggle for justice we have turned to the court of last resort: the American people. And the people are ruling in our favor.

As a result, grape sales keep falling. We have witnessed truckloads of grapes being dumped because no one would stop to buy them. As demand drops, so do prices and profits. The growers are under tremendous economic pressure.

We are winning, but there is still much hard work ahead of us. I hope that you will join our struggle.

The simple act of refusing to buy table grapes laced with pesticides is a powerful statement that the growers understand.

Economic pressure is the only language the growers speak, and they are beginning to listen.

Please, boycott table grapes. For your safety, for the workers, and for the children, we must act together.

My friends, Dr. King realized that the only real wealth comes from helping others.

I challenge each and every one of you to be a true disciple of Dr. King, to be truly wealthy.

I challenge you to carry on his work by volunteering to work for a just cause you believe in.

Consider joining our movement because the farm workers, and so many other oppressed peoples, depend upon the unselfish dedication of its volunteers, people just like you.

Thousands of people have worked for our cause and gone on to achieve success in many different fields.

Our non-violent cause will give you skills that will last a lifetime. When Dr. King sounded the call of justice, the freedom riders answered the call in droves. I am giving you the same opportunity to join the same cause, to free your fellow human beings from the yoke of oppression.

I have faith that in this audience there are men and women with the same courage and the same idealism that put young Martin Luther King, Jr. on the path to social change.

I challenge you to join the struggle of the United Farm Workers. And if you don't join our cause, then seek out the many organizations seeking peaceful social change.

Seek out the many outstanding leaders who will speak to you this week, and make a difference.

If we fail to learn that each and every person can make a difference, then we will have betrayed Dr. King's life's work. The reverend Martin Luther King, Jr. did more than dream, and the love, and the faith to act.

God bless you.

Source: <https://ufw.org/lessons-dr-martin-luther-king-jr-cesar-chavez/>

# Appendix H: Exposing Stereotypes

High schools are filled with diverse and unique individuals who play roles within the school community that may carry stereotypical expectations or descriptions. Please take a look at the following roles and write down three stereotypes that may accompany the title.

* Football Captain
* Head Cheerleader
* Valedictorian
* Band Leader
* Lead in a School Play

# Appendix I: Movement Analysis

PART I

* Group Name:
* Time Period/Years Active:
* Origins:
* Goals/Motivations:

PART II

* Major Activities:
* Level of Success:

PART III

* Conclusion/Current Status:
* Associated Movements:

PART IV

* Visual Source Analysis:
* Audio/Video Source Analysis: