**Social Change 101**

**Teacher’s Handbook**

*Last Edited: August 2015*

About This Handbook

SocialChange101 connects on-line learning to real-life social change. But we cannot do that alone. We need your help. Our web resources aim to empower young people to explore the history and practice of social change, and to become leaders in their communities. But as all teachers know, any curriculum is only the beginning of the learning process. Some on-line courses claim to replace the classroom experience. We think that is a mistake. We want to empower teachers to help their students bridge the gap between online resources like ours, classroom experiences, and community service. Thus, this handbook.

This handbook is designed to accompany the videos and activities found on socialchange101.org and to offer teachers, activists, students, and concerned citizens ways to continue the lessons and conversations from the website. This manual offers a variety of primary sources, discussion questions, learning activities, and external resources to engage students at a deeper level.

The handbook is organized, like our website, into units based on five famous social entrepreneurs: Andrew Carnegie, Rachel Carson, Mahatma Gandhi, Rosa Parks, and Albert Einstein. You do not need to start in any particular order, or cover all of the figures. We hope you teach what you find meaningful and what will connect to materials and subjects you already have in your curriculum.

For High School teachers, we offer suggested areas in which SC101.org fits with the new Common Core standards. But our ultimate hope is that our students will go beyond these standards in pursuit of a true civic education. We aim to instill a sense of purpose and self-worth in students, letting them know that their voices deserve to be heard and that they have the potential to make an impact on the systems that influence their educations and their lives.

We hope the materials in this handbook are helpful, and that our questions and activities are rich enough to support a number of perspectives and approaches for reflection and action. We encourage you to build upon these suggestions and to develop your own pedagogy suited to your students or community.

If you have a chance, let us know how it goes. We will revise this handbook regularly and would be grateful for your feedback.

Thank you!

The SocialChange101.org Team

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| ***Rags to Riches***  *CCSS.ELA-Literacy.RH.11-12.1-12.5*  *Overview*  This lesson allows students to explore two pillars of industrial America: immigration and labor unions. At the end of this lesson, students should be able to:   * Describe the purpose and tactics of labor unions * Explain the causes of immigration and the challenges that immigrants face * Define a network and discuss why networks help some people more than others   *Video/Website Comprehension Questions:*   * Why did Andrew Carnegie’s family move to the United States? * How did Carnegie connect with the most powerful men in Pittsburgh? * How was Carnegie able to make deals with the railroads? * What were the causes of the Battle of Homestead?   *Classroom Activities*   1. Split into teams to represent five different groups involved in the Battle of Homestead: union members, black steelworkers, Pinkerton detectives, company management, and city government. Each group prepares their own explanation of the battle and its causes. Then debate! 2. Students compare/contrast the photos of Ellis Island and Angel Island. What brought these migrants to America? 3. Students compare/contrast the Knights of Labor and IWW documents. What do these documents reveal about the principles, goals, and tactics of the unions? Then project one of the photos of working conditions at the turn of the 20th century (see primary documents). What do students notice? 4. Read W.E.B. Dubois’ “The Black Man and the Unions.” What criticisms did Dubois offer of unions?   Independent Research  In March 1911, a garment factory in New York caught fire, killing 146 people. In April 2013, a garment factory in Bangladesh collapsed, killing over a 1000 people. Students research both disasters, and discuss help to improve working conditions at home and abroad.  *Reflection Questions*   1. Andrew Carnegie was able to use his networks to make beneficial deals with the railroads. In what ways can networking help you? How do you build a network? 2. During the Industrial Revolution, many people were excluded from networks based on gender, race, socioeconomic status, and religion. What does being inclusive mean to you? |  | **Primary Sources**   * [Mine Labor Image](http://www.archives.gov/exhibits/twww/assets/img/2.17.jpg) * [Steel Labor Image](https://upload.wikimedia.org/wikipedia/commons/5/5d/Steel_industry_inside_loc.jpg) * [Shrimp and Oyster Labor Image](http://www.loc.gov/rr/print/guide/pp7476.jpg) * [Glass Factory Labor Image](https://upload.wikimedia.org/wikipedia/commons/thumb/3/31/9_P.M._in_an_Indiana_Glass_Works._Indiana._-_NARA_-_523086.jpg/337px-9_P.M._in_an_Indiana_Glass_Works._Indiana._-_NARA_-_523086.jpg) * [Ellis Island Photos](http://www.loc.gov/rr/print/list/070_immi.html) * [Angel Island Photos](http://www.english.illinois.edu/maps/poets/a_f/angel/gallery.htm) * [*Knights of Labor: Preamble and Declaration of Principles*](http://www.chicagohistory.org/hadc/visuals/V0010.htm) * [*Preamble to Industrial Workers of the World Constitution*](http://www.iww.org/culture/official/preamble.shtml) * [“The Black Man and the Unions” W.E.B. Dubois](http://teachingamericanhistory.org/library/document/the-black-man-and-the-unions/)   **Other Resources**  Lesson Plans   * [U.S. Immigration](http://www.loc.gov/teachers/classroommaterials/lessons/oral-history/) * [The Building of the Railroad](http://learning.blogs.nytimes.com/category/lesson-plans/technology/technological-innovations/) * [Labor Unions](http://www.tolerance.org/lesson/labor-matters) * Building Networks - [Personal and Community Asset Mapping](http://www.abcdinstitute.org/docs/Diane%20Dorfman-Mapping-Community-Assets-Workbook(1)-1.pdf)   Contemporary Connections   * ["The Cost of Union Decline" by Nicholas Kristof](http://www.nytimes.com/2015/02/19/opinion/nicholas-kristof-the-cost-of-a-decline-in-unions.html?_r=1) * Graphic - Shrinking Union Membership: [Shrinking Union Membership](http://www.npr.org/sections/money/2015/02/23/385843576/50-years-of-shrinking-union-membership-in-one-map)   Go Deeper   * [*Out of this Furnace* by Thomas Bell](http://www.amazon.com/Out-This-Furnace-Immigrant-America/dp/0822952734) * Graphic – Immigration: [200 Years of U.S. Immigration](http://www.citylab.com/housing/2015/03/200-years-of-us-immigration-in-1-colorful-infographic/388571/) * Graphic - Timeline of Technological Innovation: [American Industry](http://www.learner.org/biographyofamerica/prog14/feature/index.html)   **Social Change Experiment**  Who did students bring into their network? Ask them to share in small groups. Do they expect that person to remain a part of their network? |

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| ***How to Spend Your Fortune***  CCSS.ELA-Literacy.RH.11-12.7  *Overview*  This lesson challenges students to explore the relationship between inequality and philanthropy. At the end of this lesson, students should be able to:   * Assess competing explanations for the growth of inequality in America * Identify criticisms of philanthropy * Explain their own personal plan for how they will spend their future wealth   *Video/Website Comprehension Questions*   * When did Carnegie retire and what prompted his retirement? * When did Andrew Carnegie decide to gives his money to charity? * Who did Andrew Carnegie send letters to in 1908? Why? * Why did Andrew Carnegie decide gives his surplus earnings to charity? * What projects did Andrew Carnegie fund? Why? * Why was community buy-in important to Andrew Carnegie?   *Classroom Activities*   1. Hand out political cartoons from the “Gilded Age.” Students interpret the political cartoons in groups and share their interpretations with the class. How do the cartoons reflect the decisions made by Carnegie? 2. Students read excerpts from Peter Singer’s “Famine, Affluence, and Morality.” What is Singer’s argument? Do you agree?   Independent Research  [Givewell.org](http://www.givewell.org/), an independent charity evaluator, hosts a rich collection of blog posts on the challenges of philanthropy. Students read through the GiveWell posts, identify the key principles that drive the philosophy of GiveWell, and then offer their own judgment of those principles.  *Reflection Questions*   1. Is inequality inherently bad? 2. If you were to amass as much wealth as Andrew Carnegie, what would you do with it? Can you do something even if you make much less than Carnegie? |  | **Primary Sources**   * [Monopoly](http://apus-b.wikispaces.com/file/view/PC_R1.png/171148507/PC_R1.png) * [Immigration](http://www.historyproject/ucdavis.edu/marchandslides.bak/5023.jpg) * [Politics](http://www.wikigallery.org/paintings/202501-203000/202929/painting1.jpg) * [Child Labor](c3e308/medialib.glogster.com/media/4d/4d95450cbc832fd50b7dc4b7bbe614c7056d136ac90ee2e27bb143933d07e2ab/history-glog-1.jpg)   **Other Resources**  Lesson Plans   * [The Gilded Age](https://sheg.stanford.edu/gilded-age) * [Progressivism](https://sheg.stanford.edu/progressivism) * [Monopoly](http://www.tolerance.org/lesson/real-monopoly-americas-racial-wealth-divide) * [Income Inequality in America](http://learning.blogs.nytimes.com/2014/01/07/economic-inequality-in-america-developing-a-new-war-on-poverty/)   Contemporary Connections   * [Map – Income Inequality by U.S. State](http://www.movoto.com/blog/opinions/income-inequality-map/) * [Ted Talk – The Legacy of the Mills](https://www.ted.com/talks/latoya_ruby_frazier_a_visual_history_of_inequality_in_industrial_america) * [Givewell.org](http://www.givewell.org/)   Go Deeper   * [Podcast – History of Philanthropy](http://www.backstoryradio.org/shows/what-gives-2/) * ["Relationship of Philanthropy to the Industrial Revolution" by Sharon T. Ellens](http://www.learningtogive.org/papers/paper54.html) * [*The Gilded Age* by Mark Twain](http://www.gutenber.org/files/3178/3178-h/3178-h.htm) * [Peter Singer, “Famine, Affluence, and Morality”](http://www.utilitarian.net/singer/by/1972----.htm)   **Social Change Experiment**  Which charities did students chose to support? Why did they chose those charities? Use the board to list the types of charities, and ask students to group them in different ways. |

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| ***The Business of Life***  CCSS.ELA-Literacy.RH.11-12.1-12.6  *Overview*  This lesson introduces students to the history of debates concerning America’s role in the world. At the end of this lesson, students should be able to:   * Identify the main arguments of anti-imperialists like Carnegie * Describe how imperialism might have contributed to WWI * Suggest strategies to achieve world peace   *Video/Website Comprehension:*   * If wages for the workers increased, what did Andrew Carnegie believe would happen with that money? * Why did Andrew Carnegie believe in inequality? * According to Andrew Carnegie, did any nation have the truth? * Did Andrew Carnegie defend other cultures? * When did the U.S. debate establishing an overseas colony? * Who was the main anti-imperialist of Andrew Carnegie’s time?   *Classroom Activities*   1. Students read excerpts of WWI Soldier experiences. What was it like to be in war? What effect did it have on the lives of their soldiers? What would Carnegie’s stance on the war have been? 2. Have students watch the short film on “PTSD” and read the Veteran Hospitals data on PTSD. Discuss: What can we do to help veterans today? What else do we need to do? Is it possible to live in a world without war? Is it possible to have world peace?   Independent Research  Students research how different organizations are trying to help veterans today. Students then write a letter to their Congressional Representative suggesting ways to improve the support offered veterans.  *Reflection Questions*   1. How can you help bring about world peace? 2. In examining Andrew Carnegie’s life, it is difficult to reconcile the way he earned his fortune and his philanthropic efforts. In your opinion do the ends ever justify the means? |  | **Primary Sources**   * [Soldiers Experience WWI](http://hti.osu.edu/history-lesson-plans/european-history/first-world-war) * [Imperialism](http://legacy.fordham.edu/halsall/mod/modsbook34.asp) * [Women Peace Activists](http://wwionline.org/articles/women-peace-activists-during-world-war-i/)   **Other Resources**  Lesson Plans   * [American Imperialism](https://sheg.stanford.edu/american-imperialism) * [The Age of Imperialism](http://www.smplanet.com/teaching/imperialism) * [World War I](https://sheg.stanford.edu/us-entry-wwi)   Contemporary Connections   * [TED Talk: “Teaching with the World Peace Game”](http://www.ted.com/talks/john_hunter_on_the_world_peace_game?language=en) * [American Friends Service Committee: Teaching Peace](http://www.afsc.org/friends/teaching-peace-friends-schools) * [Living with PTSD Video](https://www.youtube.com/watch?v=rLW9pIDibEA) * [VA Hospital PTSD Overview](http://www.ptsd.va.gov/public/PTSD-overview/reintegration/overview-mental-health-effects.asp)   Go Deeper   * [*All Quiet on the Western Front* by Erich Maria Remarque](http://www.amazon.com/Quiet-Western-Front-Erich-Remarque/dp/0449213943) * [*The Blood of Government* by Paul Kramer](http://uncpress.unc.edu/browse/book_detail?title_id=948)   **Social Change Experiment**  How successful were students with their strategies? Did they live up to their goals they wrote down in the cemeteries? |

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| ***A Fable for Tomorrow***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson introduces students to the environmental movement through the lyrics of songs. At the end of this lesson, students should be able to:   * Analyze music for historical and symbolic significance * Define “the environment” and discuss the importance of environmental conservation   Video/Website Comprehension Questions:   * What topic did *Silent Spring* discuss? * What happens when insects become resistant to pesticides? * What happens when concentrated amounts of pesticides move up the food chain? * What was Carson’s argument about regulation?   *Classroom* Activities   1. Listen to Joni Mitchell’s Song “Woodstock.” What does Mitchell suggest happens when you “camp out on the land”? What do you think Mitchell means when she says, we need to get “back to the garden”? Is the idea of “the garden” similar to Carson’s depiction of farmlands? 2. Students visit four listening stations set up around the room: Joni Mitchell, “Big Yellow Taxi”; Neil Young, “After the Gold Rush”; James Taylor “Carolina in My Mind”; and Jackson Brown “Before the Deluge”. At each station, students should consider how the instrumentation and style of vocals affects the song, the theme of the lyrics, and whether the song connects to the message of *Silent Spring.*   Independent Research  Students write their own song or poetry about the environment (or another social concern). Share on social media and ask friends for their opinions.  *Reflection Questions*   1. Why do you think Carson’s book resonated with so many readers? 2. Rachel Carson’s writing changed the world. How can you use your own writing – journaling or classwork – to bring about social change? |  | **Primary Sources**   * ["Woodstock" Lyrics](http://www.jonimitchell.com/music/song.cfm?id=75) * ["Before the Deluge" Lyrics](http://www.azlyrics.com/lyrics/jacksonbrowne/beforethedeluge.html) * [“After the Gold Rush” Lyrics](http://www.azlyrics.com/lyrics/neilyoung/afterthegoldrush.html) * ["Carolina on My Mind” Lyrics](http://www.azlyrics.com/lyrics/jamestaylor/carolinainmymind145788.html) * [“Big Yellow Tax” Lyrics](http://www.azlyrics.com/lyrics/jonimitchell/bigyellowtaxi.html)   **Other Resources:**  Lesson Plans   * [United Farm Workers and Pesticides](http://pulse.pharmacy.arizona.edu/11th_grade/this_land/american/ufw_pesticides.html) * [Environmental Justice](http://www.tolerance.org/activity/environmental-justice) * [“Buy, Use, or Toss?”](https://www.facingthefuture.org/Curriculum/PreviewandBuyCurriculum/tabid/550/CategoryID/4/List/1/Level/a/ProductID/1/Default.aspx#.UbtgoPmfgnR)   Contemporary Connections   * [“Bridging the Green Divide” Sun Magazine Interview](http://thesunmagazine.org/issues/387/bridging_the_green_divide) * [TED – “Let the Environment Guide Our Development”](http://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development?language=en)   Go Deeper   * [Podcast – Environmental History Resources](http://www.eh-resources.org/podcast/) * [*Crabgrass Crucible: Suburban Nature and the Rise of Environmentalism in Twentieth-Century America* by Christopher Sellers](http://uncpress.unc.edu/books/T-8775.html)   **Social Change Experiment**  Students share the text they found inspiring and how other people reacted to it. Why were they drawn to it? Did other people have similar reactions? |

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| ***Books and Other Dangerous Things***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson challenges students to probe the successes and failures of the environmental movement. At the end of this lesson, students should be able to:   * Identify key figures who influenced environmentalism * Assess arguments given to support conservation of the environment   Video/Website Comprehension Questions:   * When and where was Rachel Carson born? * What happens when humans change the environment too quickly? * What criticism did Rachel Carson receive and how did she respond? * Where did the research used in *Silent Spring* originate? * Who decide if pesticides were safe or harmful in Rachel Carson’s time?   *Classroom* Activities   1. In groups, students define “the environment” and “nature.” Are they always the same? 2. Students read Thoreau’s walking. They then write a short piece imagining a walk they take outdoors. What do they see? Why does it matter?   Independent Research  Student write an article on a local environmental problem, and another article on a global environmental problem.  *Reflection Questions*   * How have concerns for the environment changed over time? * Rachel Carson believed in finding a balance between technology and nature. In what ways can you find balance with technology? |  | **Primary Sources**   * Henry David Thoreau, ["Walking," from Excursions](http://www.loc.gov/teachers/classroommaterials/lessons/conservation/excursions.html), 1863 (excerpt) * Franklin B. Hough, [On the Duty of Governments in the Preservation of Forests](http://memory.loc.gov/cgi-bin/query/r?ammem/consrvbib:@field%28NUMBER+@band%28amrvg+vg28%29%29) , 1873 * John Muir, ["The Wild Parks and Forest Reservations of the West," chapter 1 of Our National Parks](http://www.loc.gov/teachers/classroommaterials/lessons/conservation/muir.html), 1901 (excerpt) * Gifford Pinchot, ["The Present Battle," chapter 12 of The Fight for Conservation](http://www.loc.gov/teachers/classroommaterials/lessons/conservation/pinchot.html), 1910 (excerpt) * Mary Huston Gregory, ["What is Conservation," chapter 1 of Checking the Waste; a Study in Conservation](http://www.loc.gov/teachers/classroommaterials/lessons/conservation/greg.html), 1911 (excerpt) * [“An Act for the Preservation of American Antiquities” (1906)](http://memory.loc.gov/cgi-bin/query/r?ammem/consrvbib:@field%28NUMBER+@band%28amrvl+vl016%29%29)   **Other Resources:**  Lesson Plans   * [Debate: The Hetch Hetchy Controversy](http://www.nylearns.org/module/content/search/item/6242/viewdetail.ashx#sthash.eaEx0qaM.dpbs) * [Agent Orange and the Vietnam War](http://www.usd116.org/profdev/ahtc/lessons/SteffenFel09/Steffen09%20-%20ISAlesson.htm) * [Establishment of the EPA](http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/earthdays-teachers-guide/4/)   Contemporary Connections   * [TED Talk – “A guerrilla gardener in South Central LA”](http://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la?language=en)   Go Deeper   * [Podcast - Extinction](http://backstoryradio.org/shows/the-departed/) * [Documentary - “National Parks: America’s Best Idea”](http://www.pbs.org/nationalparks/) * [*Nature’s New Deal* by Neil Mayer](http://www.amazon.com/Natures-New-Deal-Conservation-Environmental/dp/0195392418)   **Social Change Experiment**  Discuss experiences with the different organizations. Was it the same one that students would donate to? |

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| ***Well-Behaved Women***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson introduces students to the history of the modern feminist movement. At the end of this lesson, students should be able to:   * Define sexism and feminism and discuss how both have or have not changed over time * Assess the relationship between sexism and other forms of discrimination, especially racism and class inequality * Identify the political tactics of the modern Feminist movement   Video/Website Comprehension Questions:   * What was the role of women during World War II and how did it change in the 1950’s? * Who was Ezra Taft Benson and what did he say about Rachel Carson? * How did Rachel Carson turn obstacles into advantages? * What did Rachel Carson think about the concentration of power?   *Classroom* Activities   1. Students read excerpts of the NOW Manifesto. What were their demands? What were their plans of action? 2. Pass out Gender Employment, Education, and Pays Trends. In the same groups, have the students interpret the data. 3. Analyze sexist advertisements from the 1950s and later. Ask students to suggest contemporary advertisements that might be seen as sexist.   Independent Research  Students write a proposal that would counteract gender inequality. This could be a protest, legislative act, a boycott campaign, or even a “counter” advertisement.  *Reflection Questions*   1. How did Rachel Carson’s work in the field of environmental science open up new spaces for women? 2. How can you continue Rachel Carson’s work? |  | **Primary Sources**   * Video Clips: [Leave it to Beaver](http://www.youtube.com/watch?v=3B_Wmoh1gOg) and [Market Research](http://www.youtube.com/watch?v=kCLpI6SKdkA) * [NOW Statement of Purpose, 1966](http://www.now.org/about/history/statement-of-purpose/) * [Image, 1968](http://www.thestandard.org.nz/wp-content/uploads/2008/07/1968protest10e.jpg) – Job Inequality * [Image, 1969](http://www.41.media.tumblr.com/tumblr_kyinaiHDvm1qb8gn6o1_500.jpg) – Protest at Miss America Pageant * [Image](http://www.cdn.static-economist.com/sites/default/files/imagecache/original-size/images/2013/03/blogs/prospero/20130309_bkp508_412.jpg) – Graffiti   **Other Resources**  Lesson Plans   * [Woman's Suffrage](http://www.archives.gov/education/lessons/woman-suffrage/activities.html) * [Gender Equity](http://www.tolerance.org/category/classroom-resources/gender-equity)   Contemporary Connections   * [TED Talk – “Why I Must Come Out?”](https://www.ted.com/talks/geena_rocero_why_i_must_come_out?language=en)   Go Deeper   * Joan Scott’s [“Critical History of Inequality”](http://www.ias.edu/ias-letter/plumauzille-scott) and [“Think Big”](http://www.bigthink.com/experts/joanwallachscott) * [*Feminism Unfinished* by Dorothy Sue Cobble](http://books.wwnorton.com/books/Feminism-Unfinished/) * [Feminism](http://www.onbeing.org/tags/feminism), in On Being   **Social Change Experiment**  Play videos. What do they students notice about the videos? Students share the advertisements and discuss differences and similarities. |

***My Life Is My Message***

CCSS.ELA-Literacy.RH.11-12.1-12.5

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| Overview  This lesson asks students to think about the social impact of their daily routine. At the end of this lesson, students should be able to:   * Analyze text for argument and historical context * Consider their power as socially-conscious consumers * Understand the impact of what and how they consume   Video/Website Comprehension Questions:   * What did Gandhi’s body symbolize? * What was in Gandhi’s diet? Why is this significant? * What is the first lesson Gandhi teaches us? * What did the British monopolize in Colonial India?   *Classroom* Activities   1. Pass out reading excerpts from Sinclair and Schlosser without date and title. What was the goal of each excerpt? What kinds of details do both authors include in their excerpts to make their points? What did the excerpts make them think about? 2. Using evidence from the excerpts, what year was each excerpt written?   Independent Research  As a result of Upton Sinclair’s book, two acts were passed: The Pure Food and Drug Act (1906) and The Meat Inspection Act (1906). Ask the class to brainstorm actions they can take to improve the food system in the United States. Sinclair wrote, Gandhi changed his diet. What can they do? What do they think is most effective?  *Reflection Questions*   * If you were going to change one thing about your diet in order to have a positive social impact, what would that thing be? * *How can people be encouraged to become more socially-conscious consumers?* |  | **Primary Sources**   * [Excerpt from The Jungle](http://www.learnnc.org/lp/pages/5101) (1906) by Upton Sinclair * [“The Most Dangerous Job,”](http://www.thirdworldtraveler.com/Health/MostDangerousJob_FFN.html) excerpt from Fast Food Nation (2002) by Eric Schlosser * [Food and Drug Act, 1906](http://www.fda.gov/RegulatoryInformation/Legislation/ucm148690.htm) * [Meat Inspection Act, 1906](http://www.fsis.usda.gov/wps/portal/fsis/topics/rulemaking/federal-meat-inspection-act)  **Other Resources:** Lessons:   * [*Salt March Simulation*](http://www.cpp.edu/~ahimsacenter/k12/documents/Roura_SaltMarch.pdf) * [*History of Sugar*](http://www.sugarchangedtheworld.com/teachers-guide/) * [Omnivore’s Dilemma by Michael Pollan](http://www.commoncoresuccess.elschools.org/curriculum/ela/grade-8/module-4/unit-1)   Contemporary Connections   * [Food, Inc.](http://www.takepart.com/foodinc) * [Growing Power](http://www.growingpower.org/)     Go Deeper   * [*Sweetness and Power* by Sidney Mintz](http://www.sidneymintz.net/sugar.php) * *Banana Republics* by John Soluri   **Social Change Experiment**  Discuss what “fair trade” means. What did the students learn? Can everything be fair trade? In groups, student research different ways of designing a “fair trade” food system. |

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| ***The Train***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson challenges students to explore the history of empire and anti-imperialism. At the end of this lesson, students should be able to:   * Define “empire” and explain how an empire is different from a nation * Analyze texts for symbolism and emotion   Video/Website Comprehension Questions:   * What happened to Gandhi on the train in South Africa? * Why was Gandhi in South Africa? * What are the two lessons Gandhi teaches us? * Who was Balasundaram? What effect did he have on Gandhi? * Why was Thomas Weber’s article on the salt march significant?   *Classroom* Activities   1. Read George Orwell, “Shooting the Elephant.” Discuss the tension between his feelings, his duties, and his conscience. 2. Ask students to think about an experience in which they or someone they know did something courageous. In pairs, ask students to share those experiences and to consider what inspired those courageous acts.   Independent Research  Share find a photo that provokes sympathy from the viewer. They share their photos in groups and discuss what makes the photos effective or ineffective in generating sympathy.  *Reflection Questions*   1. What can help us do the right thing even when it is risky? 2. Is empire ever justified? |  | | | **Primary Sources** [British Map, 1897](http://www.en.wikipedia.org/wiki/File:British_Empire_1897.jpg)[“Shooting an Elephant” by George Orwell](http://www.gutenberg.net.au/ebooks02/0200141.txt)[Discussion](http://www.edsite.neh.gov/lesson-plan/shooting-elephant-george-orwells-essay-his-life-burma#section-16499) of Orwell **Other Resources:**  Lesson plans   * [Slaves and Indentured Servants](http://www.chnm.gmu.edu/tah-loudoun/blog/lessons/slaves-and-indentured-servants/) * [Global Migrations](http://www.education.nationalgeographic.com/activity/exploring-modern-human-migrations/) * [The Great Migration in the U.S.](http://www.learning.blogs.nytimes.com/2011/03/31/one-way-ticket-exploring-the-great-migration-in-literature-and-the-arts/?_r=0)   Contemporary Connections   * [Global Service Learning](http://globalsl.org/category/global-service-learning/)   Go Deeper   * [*Radical Moves* by Lara Putnam](http://uncpress.unc.edu/books/11938.html) * [Gandhi Before India, by Ramachandra Guha](http://www.amazon.com/Gandhi-Before-India-Ramachandra-Guha/dp/030747478X/ref=sr_1_sc_2?ie=UTF8&qid=1438278482&sr=8-2-spell&keywords=gandhi+ramachandra+ghua)   **Social Change Experiment**  Share stories/interviews. What did you learn? | | |
| ***The Talisman***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson encourages students to create their own personal mission statement. At the end of this lesson, students should be able to:   * Put Gandhi’s “talisman” in their own words * Explain there own personal mission statement   Video/Website Comprehension Questions:   * Who assassinated Gandhi? Why? * How did Gandhi practice religious tolerance? * How did Gandhi’s views of women evolve over his lifetime? * Why was Gandhi’s fast in Calcutta successful? * What is swaraj? * What is the talisman?   *Classroom* Activities   1. Students work in groups to put Gandhi’s “talisman” in their own words 2. Students brainstorm as a group ideas they might put in their own “talisman” or personal mission statement.   Independent Research  To what degree is India living up to Gandhi’s hopes and dreams? Ask students to research contemporary India and its progress in terms of ending caste oppression, poverty, religious violence, or other goals close to Gandhi’s heart.  *Reflection Questions*   1. Compare Gandhi’s Talisman to their own personal mission statements. Where are there similarities or differences? 2. Which of Gandhi’s ideas are still relevant today? | | |  | | | **Primary Sources**  [Collected Works of Mahatma Gandhi](http://www.gandhiserve.org/e/cwmg/cwmg.htm)  **Other Resources**  Lesson Plans  [Teach India Project](http://www.teachindiaproject.org/Mahatma_Gandhi_Lesson_Plan.htm)  Contemporary Connections:  [Teaching Tolerance](http://www.tolerance.org/)  Go Deeper   * [Vinay Lal on Gandhi’s Talisman](https://vinaylal.wordpress.com/tag/gandhis-talisman/) * [Psychology of Non-Violent Problem Solving](http://www.apa.org/research/action/nonviolent.aspx)   **Social Change Experiment**  Discuss the problems that students chose. How do these problems relate to human rights? |
| ***The Bus***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson will challenge students to rethink the long history of segregation in the United States. At the end of this lesson, students should be able to:   * Identify ways in which the US remains segregated and offer explanations for the persistence of segregation * Understand the power and limitations of laws and Supreme Court decisions * Offer ideas for how segregation can be combated   Video/Website Comprehension Questions:   * How was Rosa Parks active in her community? * How were buses divided in Montgomery? * Did Rosa Parks plan on opposing Jim Crows Laws that day? * Who helped to organize the Montgomery Bus boycott? * What did the African American churches in Montgomery do? * How were Montgomery residents able to mobilize a boycott in only 3 days?   *Classroom* Activities   1. Read excerpts from *Plessey v. Ferguson* and *Brown v. Board of Education.* Have students explain the key arguments of both decisions. 2. Draw the triangle diagram from the website that explains the cycle of poverty from school to job to neighborhood. Ask students to write a sentence explaining each link in that chain, and then discuss what could be done to break the cycle.   Independent Research  In the form of a blog, students should write a “brief history” of segregation in the United States based on these readings and offer two possible ways of ending segregation today. How can the student make a difference? What could they do as a class?  *Reflection Questions*   * Why does segregation persist today despite the *Brown* ruling and the 1964 Civil Rights Act? * Rosa Parks was active in her community before her arrest. In what ways can we be more active in our communities? Why is this important? How does a protest become significant? | | |  | | | **Primary Sources** [Plessey v. Ferguson Decision](http://teachingamericanhistory.org/library/document/plessy-v-ferguson-excerpts/)[Brown v. Board of Education Decision (Excerpt)](http://www.streetlaw.org/en/Page/519/Key_Excerpts_from_the_Majority_Opinion_Brown_I_1954) **Other Resources:**  Lesson Plans   * [Rosa Parks (Ext.)](http://historicalthinkingmatters.org/rosaparks/1/) * [“How a Dissent Can Presage a Ruling”](http://www.streetlaw.org/en/Page/505/How_a_Dissent_Can_Presage_a_Ruling_The_Case_of_Justice_Harlan) * [Classifying Arguments for Each Side of the Case](http://www.streetlaw.org/en/Page/503/Classifying_Arguments_for_Each_Side_of_the_Case)   Contemporary Connections   * [The Civil Rights Project](http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/a-multiracial-society-with-segregated-schools-are-we-losing-the-dream) * [Separate and Unequal](http://www.pbs.org/wgbh/pages/frontline/separate-and-unequal/)   Go Deeper   * [Mary Dudziak, “Brown as a Cold War Case”](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=550443) * [*The 1970s: A New Global History from Civil Rights to Inequality* by Thomas Borstelmann](http://press.princeton.edu/titles/9542.html)   **Social Change Experiment**  Create a plan to combat segregation within the school or the local community. |
| ***Human Rights***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson encourages students to deepen their understanding of human rights. At the end of this lesson, students should be able to:   * Define “human rights” and offer reasons for why so many human rights continue to be denied to many people worldwide * Explain the origins and content of the Universal Declaration of Human Rights (UDHR)   Video/Website Comprehension Questions:   * Who were the African American women arrested for not moving seats on the bus 15 years before Parks? * What is satyagraha? * Who was Kamaladevi Chattopodhyay? What happened to her during a train ride in Louisiana? Why is this significant? * What global events made the Civil Rights Movement possible? * What did they teach at the Highlander Folk School and why is this school important?   *Classroom* Activities   1. Organize students into six groups. Each group examines one of the codes of the UDHR, and explains that code to the class. 2. Which rights in the UDHR seem most controversial? Why?   Independent Research  Have students draft a Declaration of Human Rights for their school or community.  *Reflection Questions*   1. How did World War II impact the Civil Rights Movement? 2. How can we initiate dialogues about race and racial inequality today? | |  | | | **Primary Sources** [Human Rights Documents](https://www.facinghistory.org/for-educators/educator-resources/lessons-and-units/world-made-new-human-rights-after-holocaust/links-human-rights-documents)[The Universal Declaration of Human Rights](http://www.un.org/en/documents/udhr/)  * [Eleanor Roosevelt, “Where after all do Human Rights begin?”](http://www.gwu.edu/~erpapers/abouteleanor/er-quotes/) * [World War II and Rac](http://memory.loc.gov/ammem/aaohtml/exhibit/aopart8.html)e in America   **Other Resources:**  Lesson Plans   * [Amnesty International Lesson Plans](http://www.amnestyusa.org/resources/educators/lesson-plans) * [Library of Congress – Civil Rights](http://www.loc.gov/teachers/classroommaterials/themes/civil-rights/lessonplans.html) * [Mala Yousafazi](http://www.educationworld.com/a_lesson/malala-yousafzai-pakistan-taliban-rights-discussion.shtml) * [Nelson Mandela and the Anti-Apartheid Movement](http://learning.blogs.nytimes.com/2013/12/10/from-rebel-to-statesman-teaching-about-the-life-of-nelson-mandela/?_r=0)   Contemporary Connections   * [Amnesty International](http://www.amnestyusa.org/) * [Human Rights Watch](https://www.hrw.org/) * [Pauli Murray Project](http://paulimurrayproject.org/connecting-durham-stories/educational-resources/) * [TED – Online Social Change](http://www.ted.com/talks/zeynep_tufekci_how_the_internet_has_made_social_change_easy_to_organize_hard_to_win?language=en)   Go Deeper   * [*A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights by Mary Ann Glendon*](http://www.penguinrandomhouse.com/books/60804/a-world-made-new-by-mary-ann-glendon/) * [*The Last Utopia: Human Rights in History* by Samuel Moyn](http://www.hup.harvard.edu/catalog.php?isbn=9780674064348&content=reviews) * [Background on Satyagraha](http://mettacenter.org/nonviolence/satyagraha/)   **Social Change Experiment**  Ask students to share their timelines. What were key turning points? What movements are the students interested in today? What turning point does the movement need? | |
| ***Spadework***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson will introduce students to the idea of community organizing. At the end of this lesson, students should be able to:   * Identify key principles of community organizing * Discuss the origin of the Student Nonviolent Coordinating Committee (SNCC)   Video/Website Comprehension Questions:   * Who did Parks see after she was arrested? * Was Parks invited to the Montgomery Improvement Association meeting? Why is this significant? * How were women involved in the Civil Rights Movement? * Who was Ella Baker? Why is she important? * What prevented Pauli Murray from receiving more attention from civil rights advocates after her arrest? * What other social justice movements did the United States Civil Rights Movement inspire?   *Classroom* Activities   1. Put the Greensboro Four image on a screen (or pass out), and ask students to write personal narratives as if they were one of the four students. What would they have been thinking when they sat on that stool? 2. Read Ella Baker’s “More than a Hamburger” speech and Julian Bond’s “What we did.” What was Ella Baker trying to say to the students? Discuss the different strategies that SNCC employed and their significance.   Independent Research  Write a letter to the individual they chose from the Social Change Experiment.  *Reflection Questions*   * *Is the civil rights movement still ongoing?* * *What advantages and disadvantages do students have as agents of social change?* | |  | | | **Primary Sources** [Greensboro Four Image](http://img.timeinc.net/time/photoessays/2010/greensboro_sitin/greensboro_02.jpg)[Sit-in Timeline](https://www.sitinmovement.org/history/sit-in-movement.asp)[SNCC Documents](http://www.crmvet.org/docs/shawdocs.htm)[SNCC: What We Did](https://monthlyreview.org/2000/10/01/sncc-what-we-did/) **Other Resources:**  Lesson Plans   * [Competing Voices of the Civil Rights Movement](http://edsitement.neh.gov/curriculum-unit/competing-voices-civil-rights-movement#sect-thelessons) * [Black Panther Party, Ten Point Program](http://zinnedproject.org/materials/black-panthers-ten-point-program/) * [Daisy Bates and the Little Rock Nine](http://www.tolerance.org/lesson/personal-political-daisy-bates) * [Boundary Crossing](http://www.tolerance.org/activity/boundary-crossing)   Contemporary Connections   * [SNCC Legacy Project](http://www.sncclegacyproject.org/) * [Black Lives Matter](http://blacklivesmatter.com/)   Go Deeper   * [How do you teach the Civil Rights Movement?](http://learning.blogs.nytimes.com/2012/01/06/how-do-you-teach-the-civil-rights-movement/?_r=0) * [*I’ve Got the Light of Freedom* by Charles Payne](http://www.ucpress.edu/book.php?isbn=9780520251762) * [Sit-ins Background](http://www.sitins.com/story.shtml) * [SNCC’s John Lewis “March on Washington” Speech](https://vimeo.com/70657416)   **Social Change Experiment**  Discuss the different individuals students identified. Who are they? Why did the students choose these individuals? How can the students help spread these individuals’’ message? | | |
| ***Piano Lessons***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson will introduce students to the history of educational equality in the United States. At the end of this lesson, students should be able to:   * Identity key developments and issues in the history of American public schools * Discuss ideas for education reform   Video/Website Comprehension Questions:   * What did Einstein write in his letter to his son? * How did Einstein’s letter relate to his belief concerning learning? * What did Einstein do after college? * Who Was Copernicus? Who was Galileo? * What did Einstein’s guiding hypothesis say about light? * What is the twin paradox? * What happened when Einstein applied for a high school teaching position? Why is this significant?   *Classroom* Activities   1. Give each group a section of the timeline on the history of education. Have one student take notes on the board as each group teaches the class about their time period. 2. Read “Horace Mann on Education and Poverty.” Are Mann’s arguments still relevant to American society today?   Independent Research  Students interview teachers about school education. What do they think needs to be changed? How would they do it? Based on these discussions, have students create teams and brainstorm a proposal to tackle an issue in education.  *Reflection Questions*   * Andrew Carnegie famously said: “My heart is in the work.” Einstein continued his work because he loved it. Do you believe that you should love your work? Why or why not? | |  | | | **Primary Sources** [Timeline](http://www.pbs.org/onlyateacher/timeline.html) of Education Reform[Horace Mann on Education and Poverty](http://www.caggiasocialstudies.com/docs/AH104/Mann)[Graph – Education Access](http://www.statista.com/chart/3180/out-of-school-children/) **Other Resources**  Lesson Plans   * [Global Education](http://learningtogive.org/lessons/unit364/)   Contemporary Connections:   * [Education Inequality Database](http://www.education-inequalities.org/) * [Changing Education Paradigms](http://www.ted.com/talks/ken_robinson_changing_education_paradigms)   Go Deeper   * [*The Teacher Wars* by Dana Goldstein](http://knopfdoubleday.com/book/222572/the-teacher-wars/) * [*Radical Equations: Civil Rights from Mississippi to Algebra Project by Bob Moses*](http://www.penguinrandomhouse.com/books/206027/radical-equations-by-robert-p-moses/) * [Podcast – “A History of Public Education”](http://backstoryradio.org/shows/back-to-school-a-history-of-public-education/) * [Podcast – “Play, Spirit, and Character”](http://www.onbeing.org/program/play-spirit-and-character/143#.VbFoEUUflSu)   **Social Change Experiment**  Ask the students to consider how they would design an ideal school. Share different ideas in small groups. | | |
| ***The Bomb***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson will challenge students to consider the arguments for and against the use of the atomic bomb. At the end of this lesson, students should be able to:   * Identity the key arguments for and against the bomb * Understand the effects of the bomb * Discuss the legacy of the bomb   Video/Website Comprehension Questions:   * What did Einstein say to reporters about humanity releasing usable energy from an atom after he gave a lecture at Carnegie Mellon University? * What was Einstein’s greatest virtue? * What inspired President Franklin D. Roosevelt to create the Manhattan Project? * What inspired Einstein to become a pacifist? * Why was Einstein a target of the FBI? * What do we learn most from Einstein?   *Classroom* Activities   1. Pass out excerpts of arguments for using the bomb. Have students read different arguments. Which argument do they find the most compelling? 2. Pass out excerpts of quotes of those that disagreed with the use of the bomb. Have students read in groups. Which argument do they find most compelling? 3. Discuss as a group: Should the bomb have been dropped?   Independent Research  Research a famous inventor and invention, and consider the legacy of that invention. How can scientists make their discoveries a source of positive change?  *Reflection Questions*   * Einstein was a pacifist, yet he changed his views during the war. Why? * Einstein’s ideas led to unintended consequences. Name a new idea or technology. What can we learn from Einstein about the use of this technology? | |  | | | **Primary Sources** [Arguments for the Bomb](http://www.authentichistory.com/1939-1945/1-war/4-Pacific/4-abombdecision/2-support/)[Arguments against the Bomb](http://www.authentichistory.com/1939-1945/1-war/4-Pacific/4-abombdecision/3-against/) or [Excerpts of those that Disagreed](http://www.doug-long.com/quotes.htm)[Images: Before and After](http://www.nucleardarkness.org/hiroshima/) **Other Resources**  Lesson Plans   * [The Atomic Bomb](https://sheg.stanford.edu/atomic-bomb) * [Victory in the Pacific](http://edsitement.neh.gov/lesson-plan/victory-pacific-1943-1945#sect-activities)   Contemporary Connections   * [Memories of Hiroshima](http://www.asahi.com/hibakusha/english/) * [Children of the Atomic Bomb](http://www.aasc.ucla.edu/cab/)   Go Deeper   * [“Hiroshima: A Controversy that Refuses to Die”](http://www.nytimes.com/1995/01/31/us/hiroshima-a-controversy-that-refuses-to-die.html) * [“Hiroshima, Justified Bombings?”](http://www.nytimes.com/1995/08/06/world/hiroshima-justified-bombings-a-survivor-s-reply.html) * [“On My Participation in the Atom Bomb Project” Albert Einstein](http://www.atomicarchive.com/Docs/Hiroshima/EinsteinResponse.shtml) * [Manhattan Project Interactive Map](http://www.nytimes.com/interactive/2007/10/30/science/20071030_MANHATTAN_GRAPHIC.html) * [Primary documents – Decision to Drop the bomb](http://web.archive.org/web/20110312223850/http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php)   **Social Change Experiment**  How have you learned from mistakes? Are there mistakes made by your government that should be prevented from reoccurring? | | |
| ***Quantum Leaps***  CCSS.ELA-Literacy.RH.11-12.1-12.5  Overview  This lesson will challenge students to consider the impact of the Cold War on American society. At the end of this lesson, students should be able to:   * Understand the activities of the House Un-American Committee (HUAC) * Consider the relationship between foreign and domestic policy * Draw similarities to current issues today   Video/Website Comprehension Questions:   * What was Einstein’s approach to permanent peace? * What was the Cold War? * What happened when Einstein visited Niels Bohr? Why is this story significant? * Who was McCarthy and what did he do? * What beliefs put Einstein at risk during the Cold War?   Classroom Activities   1. For each document, students prepare a 3-5 minute presentation that defines HUAC and its purposes as well as identifies: the person and their views. 2. Discuss as a group: Was HUAC justified?   Independent Research  Students research the struggle to balance security and civil liberties in contemporary America.  *Reflection Questions*   * How do we reconcile Einstein’s beliefs and his ideas and the impact of his ideas? * Einstein advocated for the internationalization of the world’s nuclear arsenal. Could this have created world peace? Why or why not? | |  | | | **Primary Sources**   * [Walt Disney](http://historymatters.gmu.edu/d/6458) * [Eric Johnston](http://historymatters.gmu.edu/d/6443) * [John Howard Lawson](http://historymatters.gmu.edu/d/6441) * [Jack Werner](http://historymatters.gmu.edu/d/6442) * [Ayn Rand](http://historymatters.gmu.edu/d/6442) * [Ronald Reagan](http://historymatters.gmu.edu/d/6458) * [Louis B. Mayer](http://historymatters.gmu.edu/d/6442)   **Other Resources/Activities:**  Lesson Plans   * [Text to Tex: Edward Snowden](http://learning.blogs.nytimes.com/2013/09/24/text-to-text-edward-snowden-and-daniel-ellsberg/?_r=0) * [Edward R. Murrow](http://www.newseumdigitalclassroom.org/digital-classroom/video/murrow/default.aspx) * [Origins of the Cold War](http://sheg.stanford.edu/the-cold-war)   Contemporary Connections   * [Fairness and Accuracy in Reporting (FAIR)](http://www.newseumdigitalclassroom.org/digital-classroom/video/murrow/default.aspx) * [“Why the World Needs Wikileaks”](https://www.ted.com/talks/julian_assange_why_the_world_needs_wikileaks?language=en)   Go Deeper   * [Homeward Bound by Elaine Tyler May](http://www.amazon.com/Homeward-Bound-American-Families-Cold/dp/0465030548) * [Cold War Timeline](http://teachingamericanhistory.org/static/neh/interactives/timeline/) * [Cold War Kitchen Debate](https://www.youtube.com/watch?v=-CvQOuNecy4)   **Social Change Experiment**  What made the conversations difficult? What made them rewarding? What did you learn? Why is it important to have open dialogue, even when we disagree? | | |

***Connecting the Modules – Suggested Discussion Questions***

1. Imagine Rachel Carson and Rosa Parks had a conversation about sexism and their experiences trying to create social change. What would they say?
2. Einstein and Gandhi both changed their way of thinking in major ways. What can we learn from these transformations?
3. Einstein’s ideas and Carnegie’s fortune have complicated legacies. Compare and contrast their lives and what we can learn from them.
4. Einstein and Carnegie both believed in the power of education. Yet, education is still out of reach for many. How can we use their ideas to increase educational opportunities today?
5. While Einstein was a pacifist and learned from Gandhi, all of our figures acted nonviolently. When might violence be justified in pursuit of social change? Why does the world remain so violent?
6. Rachel Carson believed in the balance between nature and technology. What might she say to Albert Einstein, and how might he respond?
7. Rosa Park’s life exemplified the idea of “spadework.” Discuss and explain how other figures committed to the “spadework” in their causes. Why is “spadework” important?
8. Carnegie’s life benefitted from networks that he built. So too did the civil rights movement. Explain how the civil rights movement created and used community networks to propel their movement.
9. The lives of the figures crossed time periods and geography. And yet their lives reflected very specific historical and regional contexts? Why is it important to keep context in mind when learning about the past and thinking about issues today?
10. Imagine you could sit down with all the figures from the website. What would their advice be to today’s social activists? What would their strategy be? Where might they disagree?

***Education Websites***

Stanford History Education Group

SHEG is a collaboration among many people: full-time staff, graduate student RAs, practicing teachers, and undergraduate volunteers and interns. SHEG sponsors an ongoing research group for students across the university interested in issues of how history is taught and learned. We also host visiting scholars whose work addresses issues of historical understanding and history education.

<https://sheg.stanford.edu/rlh>

Facing History and Ourselves

Facing History and Ourselves is an international educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.

<https://www.facinghistory.org/get-to-know-us/mission-statement#top>

History Matters

Designed for high school and college teachers and students of U.S. history survey courses, this site serves as a gateway to web resources and offers unique teaching materials, first-person primary documents, and guides to analyzing historical evidence. It emphasizes materials that focus on the lives of ordinary Americans and actively involve students in analyzing and interpreting evidence.

<http://historymatters.gmu.edu/expansion.html>

Teaching Tolerance

A resource for classroom activities and lessons from the Southern Poverty Law Center.

<http://www.tolerance.org/classroom-resources>

Library of Congress

Teacher-created, classroom-tested lesson plans using primary sources from the Library of Congress.

<http://www.loc.gov/teachers/classroommaterials/lessons/>