

SPEAK UP

SPEAK OUT



GRADE

4

LESSON PLANS

ROBERT F. KENNEDY
Champion of Social Justice

nysut
A Union of Professionals



ROBERT F. KENNEDY MEMORIAL

PHOTO CREDIT: STANLEY TRETICK

“Laws can embody standards; governments can enforce laws; but the final task is not a task for government. It is a task for each and every one of us. Every time we turn our heads the other way when we see the law flouted; when we tolerate what we know to be wrong; when we close our eyes and ears to the corrupt because we are too busy, or too frightened; when we fail to speak up and speak out – we strike a blow against freedom and decency and justice.”

Robert F. Kennedy (1925-1968) on June 21, 1961, in remarks before the Joint Defense Appeal of the American Jewish Committee and the Anti-Defamation League of the B'nai B'rith, Chicago.

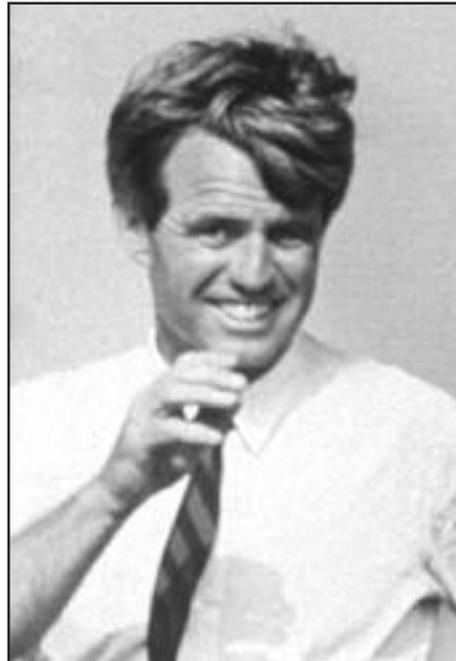


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“SPEAK UP, SPEAK OUT: ROBERT F. KENNEDY, CHAMPION OF SOCIAL JUSTICE,” IS THE PRODUCT OF A PARTNERSHIP BETWEEN THE ROBERT F. KENNEDY MEMORIAL, DEDICATED TO ADVANCING HUMAN RIGHTS BY PROVIDING INNOVATIVE SUPPORT TO COURAGEOUS HUMAN RIGHTS DEFENDERS AROUND THE WORLD; AND NEW YORK STATE UNITED TEACHERS, A STATEWIDE UNION OF MORE THAN 600,000 PROFESSIONALS DEDICATED TO STRENGTHENING EDUCATION AND HEALTH CARE AND ADVANCING SOCIAL JUSTICE. THIS PROJECT WAS DEVELOPED IN COLLABORATION WITH THE OFFICE OF NEW YORK STATE GOVERNOR DAVID PATERSON AND THE STATE EDUCATION DEPARTMENT AND UNDERWRITTEN IN PART BY A GENEROUS CONTRIBUTION FROM THE ROCKEFELLER FOUNDATION.



ROBERT F. KENNEDY MEMORIAL

PHOTO CREDIT: STANLEY TRETICK

THE
ROCKEFELLER
FOUNDATION

Dear Educators:

How do you measure someone's legacy? How does a legacy exist long after a historical figure has passed on? Over the years, I've heard thousands of people tell stories about how they were touched by my father, Robert F. Kennedy.

I met a man from the Oglala Sioux Tribe at the Pine Ridge Indian Reservation in South Dakota who told me about Robert Kennedy visiting his school and asking the librarian why there weren't any books on Indian history, culture and language.

I met a grape picker at a worker camp in Delano, Calif., founded by labor leader Cesar Chavez, who told me about watching Robert Kennedy break bread with Chavez to end a fast. He said, "We felt alone and abandoned until Bobby Kennedy took up our cause." After Robert Kennedy supported the pickers in their boycott of California grapes, conditions improved.

I met a journalist in New York who described following Robert Kennedy to the Mississippi Delta. Shocked by the misery and starvation, he was deeply moved by a politician who sought to expose the difficulties we face as a society.

When I was living in Washington, I heard congressmen, senators and the president of the United States speak about how their political careers had been inspired by my father.

Such different stories, and no single message of what Robert Kennedy's legacy is. The lesson plans in this guide, developed in a partnership between New York State United Teachers and the Robert F. Kennedy Memorial, focus on his passionate commitment to social justice. That passion and commitment inspired millions. Take a look at the images of his 1968 campaign for the U.S. presidency of people reaching up, eager to touch him. I remember when he came home from those campaign stops, his hands would be bright red and so swollen he couldn't grasp a glass, because of all those hands reaching out.

They loved him. They loved him not only because of his policies or because he spoke eloquently, but really because he touched something deep in the soul of his audiences. What he touched was the nobility in each person. He spoke to the best in us, the part that believes in change, in possibility, in the capacity to overcome even the most enduring and difficult problems we face as a society.

He said, "We can ensure the vote to every American," despite the abuses faced by African-Americans seeking to exercise their rights as citizens. His commitment to voting rights meant that, for the first time in our history, the United States became a true democracy, one where every citizen had a vote that counted.

"There was no group of Americans who Robert Kennedy admired more or held in higher esteem than those who were willing to risk their lives for basic civil rights."

He said, "We can stop a war," despite a president's support of it. And there was eventually peace in Vietnam.

He said, "We can rebuild our cities despite poverty, gangs and violence." And he brought together neighborhood leaders with large companies and the power of the government to work together to transform some of the most devastated parts of our country.

These were all apparently insurmountable problems, but he believed in the ability of an individual to make a difference.

There was no group of Americans who Robert Kennedy admired more or held in higher esteem than those who were willing to risk their lives for basic civil rights. And, as our nation's lead prosecutor facing organized crime, Robert Kennedy was determined to use the law to bring criminals who threatened our country to justice.

But that eagerness was always tempered by his commitment to protect civil rights and civil liberties, even when it meant letting the accused sometimes go free. As attorney general at the height of the civil rights movement, Robert Kennedy was keenly aware of the capacity for overzealous or corrupt law enforcement officials to abuse the awesome power of the law. He upheld that conviction on his travels around the world and criticized governments which invoked national security to suspend civil liberties.

Opposing undue attacks on civil liberties is central to the ongoing legacy of Robert Kennedy. Today, organizations like the Robert F. Kennedy Memorial bring the power of the international legal rights to bear on governments that fail to comport with rights enumerated under the International Declaration of Human Rights and other covenants.

Just as the American civil rights movement gave birth to tremendous heroes, like Martin Luther King, today we are blessed by people of tremendous courage and noble spirit who have sacrificed themselves for human rights the world over — people like Nelson Mandela, Elie Wiesel, the Dalai Lama and lesser-known but equally relevant people like Lucas Benitez, who represents the migrant farmworkers in Florida.

They personify Robert Kennedy's faith in the noble spirit and firm belief in the ability of the individual to overcome apparently insurmountable problems. Each has faced giant forces with little more than the slingshot of their heart and nerve and sinew. Each has suffered the consequences of their challenge. They do so by supporting courageous individuals who are making democratic change.

We don't laud them because they've been targeted for repression, but because, in the face of the most brutal repression and with full knowledge of the consequences, they have stood their ground in the fight for justice and human rights.

I asked Abubacar Sultan, who works with child soldiers in Africa, why he continued to risk his life for total strangers, and this is what he said: "It is something strong within yourself. You feel you are a human being and there are other human beings there suffering. You are better off, so you need to sacrifice. It's hard to explain. It's perhaps a kind of a gift that you have inside yourself."

People like Abubacar and so many others walk where Robert Kennedy walked. They show us; they help us find the way.

As teachers share the lessons in this guide, students across New York state will be inspired to recognize that gift of courage in themselves. Robert F. Kennedy's legacy lives on in countless individuals who fight for justice around the world — and in every child who is inspired by his legacy to "speak up, speak out."



Kerry Kennedy

*Founder, RFK Center for Human Rights
and Speak Truth to Power*

Introduction

Grade 4 Unit on Social Justice

Background

Robert F. Kennedy was committed to the principles of freedom and social justice. He carried a message of hope and an unflagging conviction that courage would bring change. His central belief in the civic and moral responsibility of each individual and the community to take action against injustice, poverty and prejudice underlined his public life. He urged each person not to turn a blind eye, but instead to tackle the issues that challenge freedom and justice.

The Robert F. Kennedy project presents a unique opportunity to link his social justice agenda to the New York state learning standards in social studies and English language arts. In grade 11, students focus on the history of the United States and New York state, touching on issues concerning civil rights, voting rights, workers' rights, equal education, equal opportunity programs, how the United States government works and people who have made significant contributions to American life.

Biography of RFK

The Early Years:

Robert F. Kennedy was born Nov. 20, 1925, in Brookline, Mass., the seventh child of Rose and Joseph P. Kennedy.

At age 2, he moved to Riverdale, N.Y., and lived in New York until 6th grade. His family traveled to London, England, for two years with his father, Joseph Kennedy, who was the U.S. ambassador to England.

After high school, during World War II, Robert F. Kennedy joined the Navy. After the war, he attended Harvard University, where he played varsity football and other sports. When he was older, he loved to play touch football games with friends and family and even climbed the highest mountain in North America, Mt. Kennedy, named for his brother, President John F. Kennedy. He later graduated from University of Virginia Law School.

A Life of Public Service:

In 1960 he helped his brother, John F. Kennedy become president. After the election, he was appointed U.S. attorney general. As attorney general he stood up to bullies, whether they were in government, law enforcement or on the streets. He fought organized crime and stood up for African-Americans, helping them exercise their right to vote, attend integrated schools and use all public facilities.

New York's Senator:

In 1963 his brother, President Kennedy, was killed. Soon he resigned as attorney general and, in 1964, ran successfully for the United States Senate from New York. He created programs for underprivileged children and students with disabilities in New York state. Kennedy loved children. He and his wife Ethel had 11 children who would often visit him at work. He worked to make sure all children could obtain a good education, a decent place to live and enough food to eat. He also loved dogs, even bringing them with

Essential Question of the Unit

After completing the lessons in this unit, students will be able to answer: What is social justice? How do individuals participate in social change? What can we learn from Robert F. Kennedy's message, social justice ideals and actions?

him to work in the U.S. Justice Department, the U.S. Senate and later on the campaign trail as he ran for President.

In 1968, he ran for U.S. president. His candidacy inspired thousands of young people across the country to get involved in politics and brought together people of many different races. Sadly, after a campaign event June 5, 1968, in Los Angeles, Calif., Robert Kennedy was shot and later died.

Courage to Stand Up and Speak Out:

Robert F. Kennedy was not afraid to go after criminals who broke the law, especially those who hurt others or did not respect the rights of other citizens because they were of a different race. He believed all people were born with basic human rights that must be protected. In 1966, he traveled to South Africa and told students “We must recognize the full human equality of all of our people ...We must do it for the single and fundamental reason that it is the right thing to do.”

Overview

The unit consists of five lessons that are interdisciplinary and integrate the New York state learning standards for social studies, English language arts, the arts and health. Each lesson has multiple activities that may be taught over several class periods. A suggested number of minutes is given at the beginning of each lesson. As the lessons are reviewed, keep in mind that activities may be adapted to fit into the class time frame. It is suggested that instruction on the introductory lesson be completed prior to the naming of the Robert F. Kennedy Bridge in November of 2008. The remaining lessons may be integrated throughout the school year as appropriate.

Through the sessions and activities in this project, students will have the opportunity to enhance their understanding of justice; learn facts and details about events in our history that shaped the 1960s; and explore a broad spectrum of ideas and concepts about social justice, social responsibility and leadership. Lesson 1 provides the foundation and Lesson 5 is designed to be the culminating activity; however, each lesson can stand alone if time does not permit teaching all five.

Relevance to Current Issues

Many of the social issues Robert F. Kennedy fought against still exist in our society and there are new challenges that require individual commitment to social change and civic action. Local, state and national elections and issues such as the war in Iraq, gun control, affordable housing, energy crisis, illegal immigration, global warming, equal pay and opportunity for jobs, unemployment and affordable health care are just some of these issues. Social causes that our students have become involved in include, but are not limited to, protecting the environment, healthy school lunches and safety in school and on the Internet.

Additional Resources

Edelman, Peter B. *Searching for America's Heart: RFK and the Renewal of Hope*. Boston: Houghton Mifflin Company, 2001.

Grubin, David. “RFK.” Produced by David Grubin for American Experience in association with the BBC. 93 Min. Paramount. Videocassette; DVD.

Halberstam, David. *The Children*. New York: Random House, 1998.

Schlesinger, Arthur M. *Robert Kennedy and His Times*. Boston: Houghton Mifflin, 2002.

vanden Heuvel, William and Gwitzman, Milton. *On His Own: Robert F. Kennedy 1964-1968*. Doubleday & Company, Inc., 1970.

Robert F. Kennedy Memorial
www.rfkmemorial.org/legacyinaction

RFK - American Experience – PBS with Cesar Chavez
www.pbs.org/wgbh/amex/rfk/peopleevents/p_chavez.html

Teacher's Guide
www.pbs.org/wgbh/amex/rfk/tguide/index.html

Speak Truth to Power
www.speaktruth.org

 Visit www.nysut.org/RFK for additional resources

Differentiating Instruction

Teachers should consider the following strategies when adapting instruction for diverse learners:

Students with Disabilities

- When beginning the lesson, ask frequent questions and provide clarifying statements.
- Use concept maps and graphics. Consider how these can be modified or if the information can be used.
- Assign students to work in heterogeneous groups, using cooperative learning when appropriate.
- The student's Individualized Education Program (IEP) will provide information on the need for specific modifications.
- Create scaffold reading with supports for decoding and vocabulary.
- Provide alternate means of presenting information such as written, oral and visual.
- Evaluate the accessibility of electronic devices (computer, LCD panels) and/or other alternate means for note-taking.

Additional Resources

Center for Applied Special Technology
<http://www.cast.org/index.html>

National Dissemination Center for
Children with Disabilities
<http://nichcy.org/index.html>

NYSUT Educator's Voice
http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/educatorsvoice_10032.htm

National Clearinghouse for English
Language Acquisition and Language
Instruction Educational Programs
http://www.ncela.gwu.edu/spotlight/4_whatworks.html

Center for Instruction: ELL grades
K – 12 English language learners
<http://www.centeroninstruction.org/resources.cfm?category=ell>

AFT Colorin Colorado
<http://www.aft.org/teachers/colorado.htm>



Visit www.nysut.org/RFK
for additional resources

- Break down instructional units into smaller steps.
- Teach students learning strategies, tools and techniques used to understand and learn new materials — simple learning strategies such as note-taking, making a chart, asking questions, making an outline, re-reading and highlighting key words or concepts.

English Language Learners

- Identify vocabulary words that may be difficult for students and pre-teach new vocabulary in context. Write simple, brief definitions.
- Use visuals and graphic organizers to visually represent the main idea.
- Summarize text using controlled vocabulary and simplified sentence structures.
- Provide the opportunity for students to partner with English-proficient speakers. Arrange the classroom for small-group and paired learning.
- Use think-alouds to help students understand the step-by-step thinking process in finding solutions.

Vocabulary

Each lesson has a list of vocabulary words pertaining to the lesson. Create a word wall and ensure that the vocabulary words are used during class discussions and in student writing activities.

Lesson 1 – What is Social Justice? What is Social Injustice?

After completing this lesson, students will be able to:

- Understand the term of social justice that will be the foundation for lessons 2-5.
- Recognize an example of social injustice within a piece of literature.
- Identify Robert F. Kennedy as a man who fought against social injustice.

Lesson 2 – Robert F. Kennedy: Leader of Social Justice

After completing this lesson, students will be able to:

- Describe character traits that a leader of social justice would exhibit.
- Compare personal character traits with that of a leader of social justice.
- Understand how people can work for change in dealing with social injustice when people share the same vision and character traits.

Lesson 3 – Bullying: A Social Injustice of the Past and Present, but What About the Future?

After completing this lesson, students will be able to:

- Identify the historical events surrounding desegregation: The Little Rock Nine and Ruby Bridges as examples of social injustice – bullying in the past.
- Demonstrate an understanding of bullying as a social injustice in students' lives today by independently filling out the graphic organizer: What it is? What it isn't? Why? And why not?
- Connect the character traits of leadership with the character traits needed to overcome bullying.
- Understand the connection between Robert F. Kennedy's belief that individuals can, and should, improve the lives of others and their own ability and responsibility to stand up against bullying.

Lesson 4 – The Power of a Group to Make Change

After completing this lesson, students will be able to:

- Discover that a group can generate more solutions to a problem than an individual.
- Create a list of non-violent actions that may be taken when faced with what may seem to be an impossible situation.
- Connect the character traits of respect, patience, courage and perseverance with the non-violent actions taken by the Freedom Riders to achieve their goal.
- Identify the historical events, including Robert F. Kennedy's role, surrounding the full enactment of federal policy that guaranteed that all people, regardless of color, would be entitled to ride public transportation across state borders.
- Understand the tactics used against the Freedom Riders could be considered harsh forms of bullying.

Lesson 5 – Speak Up – Speak Out: What do You Care About? Step Up – Step In. NOW is the Time to Participate in and Create Social Change in Your Life.

After completing this lesson, students will be able to:

- Read a variety of texts for information, understanding and determining importance with evidence from the text.
- Draw conclusions and formulate opinions about causes, injustices and social justice.
- Democratically vote for a common purpose.
- Communicate Robert F. Kennedy's vision of a stronger community through individual actions.
- Write responsive, reflective journal entries.
- Make connections to current issues in their lives and identify problems they want to change.
- Create a project that represents a current social issue they would like to change and produce an action Web.
- Demonstrate empathy for others and the understanding for different points of view and experiences.

Lesson Plan 1

Title: What is Social Justice?
What is Social Injustice?

Grade: 4

Time Requirement: 160 minutes



Photo by Bill Eppridge/Tme Life Pictures/Getty Images

Objectives

Students will be able to:

- Understand the term of social justice that will be the foundation for lessons 2-5.
- Recognize an example of social injustice within a piece of literature.
- Identify Robert F. Kennedy as a man who fought against social injustice.

New York State Learning Standards

Social Studies Standard 1: History of the United States and New York state KI 1, PI 3; KI 2, PI 1; KI 3, PI 1; KI 4, PI 1

Social Studies Standard 5: Civics, Citizenship and Government KI 1, PI 1; KI 2, PI 2; KI 3, PI 4; KI 4, PI 1-6

English Language Arts Standard 1 Grade 4 - information and understanding: Reading PI 2, 4, 7, 10, 12; Writing PI 2-6, 8; Listening PI 4-5; Speaking PI 2, 6-7

English Language Arts Standard 2 Grade 4 - literary expression: Reading PI 4-5, 7, 9, 15, 17; Writing PI 3, 9, 11; Listening PI 1-4; Speaking PI 2-3

English Language Arts Standard 3 Grade 4 - critical analysis and evaluation: Reading PI 2, 4, 7-8, 10, 12; Writing PI 2-7, 9; Listening PI 2; Speaking PI 3-4

English Language Arts Standard 4 Grade 4 - social interaction: Reading PI 3; Writing PI 1; Listening PI 1; Speaking PI 3

SOCIAL STUDIES CORE CURRICULUM

Grade 4 Local History and Local Government

Government — The fundamental values of American democracy

Materials:

- suggested children's literature titles
- chart paper
- poster paper
- markers
- crayons
- Speak Up-Speak Out poster
- pictures of Robert F. Kennedy



Visit www.nysut.org/RFK
for additional resources

SKILLS

Thinking Skills — comparing and contrasting ideas

Research and Writing Skills — getting information, organizing information, synthesizing information

Interpersonal and Group Relation Skills — defining terms, recognizing that others may have another point of view, cooperating to accomplish goals

CONCEPTS

Choice

Civic Values

Empathy

Interdependence

Power

Student Activities

Anticipatory Set

The teacher asks class, “What is point of view/perspective?” The teacher uses student responses to define the term on newsprint or blackboard. To support a discussion of perspective, read aloud *The True Story of the Three Little Pigs* by Jon Scieszka. Other suggested readings include, but are not limited to: *The Two Bad Ants* or *The Sweetest Fig* by Chris Van Allsburg, *Zoom* by Istvan Banyai and *The Pain and the Great One* by Judy Blume.

Prepare a class T chart (double entry) that has FAIR and UNFAIR posted for all students to see. Provide this issue: “Boys have more energy than girls, so they will get 30 minutes more recess at the end of the day.” Each student, on a Post-it note, should decide how they feel about the issue and write why, with details to support their perspective. Students will independently place their Post-it note on the large class chart. (See illustration on page 10.)

The teacher facilitates a whole class discussion of the results. Guide the discussion to the conclusion that point of view and perspective play a major role in the debate between fair and unfair.

Compare to the read-aloud story — the three pigs certainly would not share the same perspective as the wolf. They would feel terribly hurt if people believed that the wolf didn’t do anything wrong. Relate feelings of being treated fairly to the feelings of being respected as an individual.

Present the definition of social justice. First, define the words “social” and “justice.” Share this full definition:

Social justice is a condition where people in a society are being treated fairly, have a feeling of equality.

Present the opposite definition to define social injustice.

Social injustice is the opposite of social justice. Social injustice is a condition of not being treated fairly, having a feeling of inequality.

Return to the T chart and have students identify what is just/unjust. See illustration of T charts on page 10.

Vocabulary

- perspective
- fair
- unfair
- just
- unjust
- social
- justice
- injustice

Activity 1

Share a read aloud or hold literature circles with each group reading a different story. Choose from this list or any piece of literature that presents a story within the setting and context of social injustice during the 1960s.

Freedom on the Menu by Carol Boston Weatherford

Freedom Summer by Deborah Wiles

Teammates by Peter Glenbock

I Have a Dream: The Story of Martin Luther King by Margaret Davidson

Martin's Big Words by Doreen Rappaport

The Other Side by Jacqueline Woodson

Smoky Night by Eve Bunting

If A Bus Could Talk: The Story of Rosa Parks by Faith Ringgold

Rosa by Nikki Giovanni

The Story of Ruby Bridges by Robert Coles

Have students actively listen and practice note-taking strategies. Listen for what they consider evidence of fair/unfair, just/unjust, or a situation that represents social justice/social injustice. Listen for character actions and change. Listen for the resolution/outcome of the story.

In teams of two to four, have students share their notes and create an illustration/poster that presents the social injustice within the story and how the fictional characters and real people worked to solve the problem. The illustration should represent the major literary elements of character, setting, conflict, plot/rising and falling actions, resolution, theme, etc. Students may include words and thoughts on their posters as well. Share posters. Discuss.

The teacher displays the poster “Speak Up — Speak Out” and asks the class, “When do you think people stand up and speak out on issues?” (*Document 1a “Speak Up — Speak Out”*)



Culminating Activity

Introduce Robert F. Kennedy as a man who worked in a similar way to the characters and people in history presented in the suggested literature. He was a U.S. senator from New York during the time period/setting of the stories. Robert F. Kennedy was a champion/leader in the fight against social injustice.

Using the poster, the teacher states that “Robert F. Kennedy is a person who spoke out against unfairness.” The teacher provides each student with a copy of his biography to read independently and asks students to identify three issues Robert F. Kennedy thought were unfair and stood up to.

(*Image 1b Robert F. Kennedy*)



Photo by Loomis Dean/Time Life Pictures/Getty Images

Extension

Writing/Journal: Describe a person in your life or a character from a book/novel that you've read or a movie you have seen that was involved in fighting against social injustice or standing up for social justice. Be sure to include: information about the character, his/her character traits, actions and emotions, and a description of the social injustice with supporting evidence.

What are the social issues of today? Possible list:

Poverty

Lack of interest in voting

War in Iraq

Racial diversity

Immigration/Illegal immigrants

Global warming

Pressure of tests

Cost of gas

Obesity

Cruelty to animals

Bullying

Recycling

Public safety

School safety

Vocabulary Development: Connect the meaning of fair/unfair to just/unjust. Have students independently journal or work in teams to create a T chart of what is fair/just and unfair/unjust in their own lives. Share.

Illustration: T charts

Fair	Unfair

Just	Unjust

Lesson Plan 2

Title: Robert F. Kennedy: Leader of Social Justice

Grade: 4

Time Requirement: 80 minutes

Objectives

Students will be able to:

- Describe character traits that a leader of social justice would exhibit.
- Compare personal character traits with that of a leader of social justice.
- Understand how people can work for change in dealing with social injustice when people share the same vision and character traits.



Photo by Bill Eppridge/Time Life Pictures/Getty Images

Materials:

- Books about leaders of social justice (see additional resources at end of lesson), photographs of Robert F. Kennedy (provided).
- *(Image 2a Robert F. Kennedy with Cesar Chavez)* Robert F. Kennedy sitting next to Cesar Chavez (looking very weak after prolonged hunger strike) during a rally in support of the United Farm Workers Union.
- *(Image 2b Robert F. Kennedy with National Congress of Am. Indians)* Robert F. Kennedy talking with Walter Wetzal, president of the National Congress of American Indians and unidentified woman.
- *(Image 2c Robert F. Kennedy shaking hands with African-American child)* Robert F. Kennedy talks with a young child as he meets with supporters on an unidentified airfield during the senator's cross-country campaign tour, 1966.
- *(Image 2d Robert F. Kennedy with youthful admirer)* Presidential contender Robert F. Kennedy stops during campaigning to shake hands with delighted young African-American child.



Visit www.nysut.org/RFK for additional resources

New York State Learning Standards

Social Studies Standard 1: History of the United States and New York State KI 1, PI 3; KI 2, PI 1; KI 3, PI 2-3; KI 4, PI 3

Social Studies Standard 5: Civics, Citizenship and Government KI 1, PI 1; KI 2, PI 2; KI 3, PI 2; KI 4, PI 1-6

English Language Arts Standard 1 Grade 4 - information and understanding: Reading PI 5, 7, 10; Writing PI 1-2; Listening PI 4; Speaking PI 6

English Language Arts Standard 2 Grade 4 - literary expression: Reading PI 2, 4, 6; Writing PI 5; Listening PI 2-3

English Language Arts Standard 3 Grade 4 - critical analysis and evaluation: Reading PI 1, 7; Writing PI 1, 7; Listening PI 4-5; Speaking PI 3

SOCIAL STUDIES CORE CURRICULUM

Grade 4: Local History and Local Government
Government — The fundamental values of American democracy

SKILLS

Thinking Skills — Drawing inferences and making conclusions

Research and Writing Skills — Getting and analyzing information

Interpersonal and Group Relations Skills — Defining terms, identifying basic assumptions, participating in group planning and discussions, cooperating to accomplish goals

CONCEPTS

Change Citizenship Diversity Empathy Justice

Biography of Robert F. Kennedy

(Provided in introduction to the unit)

Technology Requirement

Internet access (optional)

Student Activities

Anticipatory Set

The teacher should post the following quote for all to read: *“We can master change, not through force or fear, but only through the free work of an understanding mind.”* Robert F. Kennedy

Discuss with the students what this quote means to them. Ask if an understanding mind is a character trait. Have students explain their answers.

Activities

- From a book students are currently reading or have read, think of characters and list their traits.
- Discuss/identify character traits. Use a T chart (double entry) to help students identify the difference between physical traits and character traits (see illustration below).
- Review character traits of a leader of social justice (see vocabulary).
- Group activity – Have groups view photos of Robert F. Kennedy and have them compile a list of character traits they can surmise about Robert F. Kennedy from the photos.

Illustration: T charts

Physical Traits	Character Traits

Vocabulary

Character Traits

- hopeful
- courageous
- compassionate
- patient
- flexible
- respectful
- responsible
- perseverance
- brave



Photo by Paul Schutzer/Time Life Pictures/Getty Images

Sen. John F. Kennedy (L) and committee counsel Robert F. Kennedy talking to each other at a hearing of a Senate select committee.

Additional Resources — Book List

Freedom on the Menu by
Carole Boston Weatherford

Freedom Summer by Deborah Wiles

Teammates by Peter Golenbock

*I Have A Dream: The Story of Martin
Luther King* by Margaret Davidson

Martin's Big Words by Doreen
Rappaport

Smoky Night by Eve Bunting

If A Bus Could Talk by Faith
Ringgold

The Other Side by Jacqueline
Woodson

Rosa by Nikki Giovanni

Mississippi Bridge by M. Taylor
and M. Ginsberg

Molly's Pilgrim by B. Cohen

Culminating Activity

- Ask students to read the biography of Robert F. Kennedy (provided).
- Ask students to compile a list of character traits for Robert F. Kennedy by using the photos and biography.
- Ask students to create a Venn diagram that compares the character traits of Robert F. Kennedy to themselves. (*Worksheet 2e Venn Diagram*) 

Extension

List character traits other leaders of social justice have exhibited (Martin Luther King Jr.) Discuss how Robert F. Kennedy used these traits to help bring about change in one or more of the following:

- Civil rights
- Voter rights
- Workers' rights
- Equal education
- Fighting poverty

Read aloud a story about what others do to overcome an injustice (see sample list of books under additional resources) and discuss the character traits shown by the main characters.

Ask students to create an acrostic poem using the character traits they have identified.



Photo by Michael Rougier/Time Life Pictures/Getty Images

Robert F. Kennedy sitting next to Cesar Chavez (looking very weak after prolonged hunger strike) during a rally in support of the United Farm Workers union.

Lesson Plan 3

Title: *Bullying: A Social Injustice of the Past and Present But What About the Future?*

Grade: 4

Time Requirement: 160 minutes

Objectives

Students will be able to:

- Identify the historical events surrounding desegregation: The Little Rock Nine and Ruby Bridges as examples of social injustice – bullying in the past.
- Demonstrate an understanding of bullying as a social injustice in their lives today by independently filling out the graphic organizer: What it is; What it isn't; Why? And why not?
- Connect the character traits of leadership with the character traits needed to overcome bullying.
- Understand the connection between Robert F. Kennedy's belief that individuals can and should improve the lives of others and their own ability and responsibility to stand up against bullying.



Materials:

- chart paper
- poster board
- markers
- crayons
- Post-its
- cited pictures and documents
- graphic organizers (provided) and activity pages (provided)

Visit www.nysut.org/RFK for additional resources

New York State Learning Standards

Social Studies Standard 1: History of the United States and New York State
KI 1, PI 2, KI 2, PI 2, KI 3, PI 2; KI 4, PI 2

Social Studies Standard 5: Civics, Citizenship and Government
KI 1, PI 1; KI 2, PI 2; KI 3, PI 2-3, KI 4, PI 1-2, 6

English Language Arts Standard 1 Grade 4 - information and understanding: Reading Writing Listening Speaking

English Language Arts Standard 2 Grade 4 - literary expression: Reading
PI 2-3, 5, 7, 9, 15, 17; Writing PI 2- 3 9, 11; Listening PI 2- 3; Speaking PI 3

English Language Arts Standard 3 Grade 4 - Critical analysis and evaluation: Reading PI 3-4; Writing PI 4-5, 7,9; Listening PI 1-3; Speaking PI 2-4

English Language Arts Standard 4 Grade 4 - Social Interaction:
Reading PI 3; Writing PI 2; Listening PI 3; Speaking PI 3, 6

SOCIAL STUDIES CURRICULUM

Grade 4: Local History and Local Government

Local and State governments — Citizenship and the roles and responsibilities of citizenship in the classroom, school, home and local community

SKILLS

Thinking Skills — Handling diversity of interpretations

Research and Writing Skills — Getting information, looking for patterns, analyzing information, synthesizing information

Interpersonal and Group Relations Skills — Recognizing that others may have a different point of view, participating in group planning and discussion, assuming responsibility for carrying out tasks

Image Analysis — Decoding images, interpreting images, drawing conclusions

CONCEPTS

Change

Choice

Civic values

Citizenship

Conflict

Human rights

Justice

Power

Student Activities

Anticipatory Set:

- Ripple Demonstration — Set up a whole class demonstration of the dropping of a marble into a bucket of water. (A clear container could be placed on top of an overhead.) Have students observe what they see. Repeat to observe the ripple of water that moves outward. Discuss how ripples move on and on.
- Have the following Robert F. Kennedy quote visible in the classroom:

“Each time a person stands up for an idea, or acts to improve the lot (life) of others, or strikes out against injustice, (s)he sends forth a tiny ripple of hope.” Robert F. Kennedy
- Read the quote.
- Have students independently: stop & jot, journal, turn & talk or think-pair-share about this quote. Guiding questions: What is the meaning of this quote? What does it mean to “stand up for an idea,” “strike out against injustice”? What is a “ripple of hope”? Share ideas as whole class, possibly on a chart, overhead or Smart Board for all to see the connection of ideas. Optional: Create visualizations that illustrate this quote.

Activity 1

- Share definition of social justice developed in Lesson 1:

“Social justice is a condition where people in a society are being treated fairly, having a feeling of equality.”
- Discuss with the whole class: Do we experience social justice in our lives? When? Where? In school, how are we treated fairly (class rules, homework, consequences, free time, recess, lunch, etc.)?
- Share references of just vs. unjust/fair vs. unfair from Lesson 1 and present definition of social injustice:

“Social injustice is the opposite of social justice. Social injustice is a condition of not being treated fairly, having a feeling of inequality.”
- Discuss whole class: Do we experience social injustice in our lives? When? Where? In school, are there situations of social injustice? Elicit ideas and guide discussion to the idea of bullying.

This lesson provides an opportunity for students to identify bullying as a social injustice of the past and of today.

Vocabulary

- justice
- injustice
- equality
- bully
- bullying
- desegregation
- civil rights
- leadership
- traits
- primary document
- analysis
- perseverance
- hope
- courage
- compassion
- patience
- bravery
- respect
- citizenship
- responsibility

Activity 2

Discover, through powerful photographs (primary documents), the social issues they believe to be happening, the emotions contained in the photographs, the feelings of the people and the characters, etc. In teams of three, give each team all three photographs. Ask students to complete the following sentence starters: We see... This makes us think... This makes us feel...so...

(Worksheet 3d Primary Document Analysis Slip) 

Ask students to look at these images and read the information provided in the following documents:

www.loc.gov/exhibits/brown/images/br0125bs.jpg  (Image 3a School Dilemma)

www.nps.gov/history/nr/twhp/wwwlps/lessons/crandall/CRimages/CRimg7bh.jpg

(Image 3b one of the "Little Rock Nine") 

www.thesituationist.files.wordpress.com/2007/02/school-desegregation.jpg

(Image 3c The Problem We All Live With) 

After completing the sentence starters, ask students to share collective ideas from the "We see, we think, we feel, so..." slips. Each team presents to whole class. Students should be able to draw from the leadership traits of Lesson 2 (perseverance, hope, courage, compassion, patience, bravery, respect, citizenship and responsibility). (Worksheet 3d Primary Document Analysis Slip) 

Activity 3

Robert F. Kennedy called upon citizens to create a ripple of hope about social injustice of the 1960s. Today we can see his message apply to bullying in schools.

Ask students to form into new teams (the teacher may choose to place students into groups of mixed popularity, ability, etc.) to create a large mind/concept map that includes words, pictures/visualizations that will brainstorm/discuss/answer the following questions:

- What is bullying?
- How are people bullied? What are the different forms of bullying? (teasing, hitting, rumors, cyber, name calling, ignoring/excluding, etc.)
- What does bullying sound like? What words are used to describe a bully?
- What does a bully look like? Who is a bully? Could it be anyone?
- Why do people bully?
- How does it feel to be bullied? How does it feel to witness bullying?
- What could we do to stop bullying? What choices do you have? What actions could you take?

Share and discuss similarities, themes, etc. within and across team posters

Independently: Students fill out the graphic organizer on the social issue of bullying: What it is/What it isn't; And Why/Why not? (Worksheet 3e What is / What isn't) 

Culminating Activity

Journal: Provide students with primary document summaries provided

What qualities of leadership, evidenced through Ruby Bridges and in situations such as the desegregation of schools in Little Rock, Ark., are needed today to fight against bullying in schools? Refer to character traits discussed in Lesson 2. What would Robert F. Kennedy say to us in school about our responsibility to create a ripple of hope?

Extension

1. Read aloud one or more of the following children's literature choices or any piece of literature that directly addresses bullying in the development of character and plot. (See illustration below and download worksheet 3f, *Bullying in Literature*.) 

Teammates by Peter Golenbock and Paul Bacon

Thank you, Mr. Falker by Patricia Polacco

Mr. Lincoln's Way by Patricia Polacco

Enemy Pie by Ed Koch

Oliver Button Is a Sissy by Tomie dePaolo

Just Kidding by Trudy Ludwig

My Secret Bully by Trudy Ludwig

The Recess Queen by Alexis O'Neill

Say Something by Peggy Moss

Weekend with Wendell by Kevin Henkes

Chester's Way by Kevin Henkes

The New Dog by Barbara Shook Hazen

Each of these books examines the bully and the victim, the causes/reasons behind the bullying, character development/change, different ways to react to bullying, conflict resolution and outcomes. What personality traits and actions did the characters have in common that triumphed over the bullying? What message did they give to the bully? How were the bullies changed in these stories? Have students write responses in the appropriate boxes.

Illustration: Graphic Organizer

Title Author	Bully(s)	Victim(s)	Hero leader	Conflict	How was the conflict solved?	How did the characters change?	What have we learned from the characters?

(Worksheet 3f *Bullying in Literature*) 

2. Elicit discussion about the bullying that occurred in the past, including the bullying and social injustice endured by 15-year-old Dorothy Geraldine Counts (Charlotte, N.C.), Elizabeth Eckford as she walked into high school in 1957 (Little Rock, Ark.) and Ruby Bridges (New Orleans, La.) in 1960. To support the building of background knowledge about desegregation and the civil rights movement, book suggestions for read aloud opportunities include, *Remember* by Toni Morrison and *The Story of Ruby Bridges* by Robert Coles. For historical background, utilize reference summaries provided.

Primary Document Summaries

(Source: Library of Congress)

■ Photo 1: School Dilemma

In 1957, 15-year-old Dorothy Geraldine Counts and three other students became the first African-American students to attend the previously all-white Harding High School in Charlotte, N.C. They were greeted by angry white mobs who screamed obscenities and racial slurs at the African-American students. Counts' picture appeared in many newspapers as did others of black students attempting to attend white schools for the first time. Counts' family feared for her safety and withdrew her from Harding and sent her out of state to complete high school.

www.loc.gov/exhibits/brown/images/br0125bs.jpg (Image 3a School Dilemma) 

■ Photo 2: One of the “Little Rock Nine”

On Sept. 4, 1957, an angry crowd greeted the African-American students in Arkansas as they attempted to attend Central High School for the first time. Elizabeth Eckford, who had not received a message to meet the other students, tried to enter the school by herself. Alone in a large crowd of hostile, jeering people, she was blocked in her attempts to enter the school by the Arkansas National Guard. She finally gave up and sat down at a bus stop, enduring harassment from the mob until a white man and woman got her onto a bus and out of the area.

www.nps.gov/history/nr/twhp/wwwlps/lessons/crandall/CRvisual5.htm

(Image 3b One of the “Little Rock Nine”) 

■ Painting 3: “Problem We All Live With” by Norman Rockwell

Ruby Bridges played an important part in the Civil Rights Movement. Ruby was born Sept. 8, 1954, in Tylertown, Miss. A year later, her family moved to New Orleans, La. At that time, people wanted to keep blacks and whites separate because whites didn't think that blacks were as good as them. For example, blacks and whites had separate drinking fountains, blacks had to sit in the back of buses, and blacks and whites each had their own separate schools. Ruby was a little girl who was one of the first blacks to go to an all-white school. Her dad didn't want her to go to the all-white William Frantz School. He feared that angry people who wanted to keep blacks and whites separate would hurt his family if Ruby went to the all-white school. Some white people threatened to poison Ruby and hurt her if she went to their school. Her dad even lost his job because his boss didn't think that someone should be working for him if his black child was going to an all-white school. When Ruby started first grade, U.S. marshals took her to and from school and protected her from the angry white people. On the first day of school in

1960, Ruby saw some people dragging their white kids out of the classrooms because they didn't want their kids going to the same school as a black kid. Many of the white parents and their kids were outside the school protesting. They were yelling and holding signs. The teachers still tried to teach the few students at school that day. No white parents would allow their children to be in the same classroom with Ruby. Her teacher, Mrs. Henry, started to teach and was very loving toward Ruby. She supported and helped Ruby through the difficult time. For the rest of the year, she was the only one in her class and she was taught on a whole different floor from all the other kids.

http://library.thinkquest.org/J0112391/ruby_bridges.htm

(3c Problem We All Live With) 

“Each time a person stands up for an idea, or acts to improve the lot (life) of others, or strikes out against injustice, (s)he sends forth a tiny ripple of hope.”

Robert F. Kennedy



Photo by Bill Eppridge/Time Life Pictures/Getty Images

Presidential contender Bobby Kennedy stops during campaigning to shake hands with delighted young African-American child.

Lesson Plan 4

Title: The Power of a Group to Make Change

Grade: 4

Time Requirement: 120 minutes



Objectives

Students will be able to:

- Discover that a group can generate more solutions to a problem than a few individuals.
- Create a list of non-violent actions that may be taken when faced with what may seem an impossible situation.
- Understand how the Freedom Riders worked together in a non-violent way to bring about change.
- Connect the character traits of respect, patience, courage and unwillingness to give up (perseverance) with the non-violent actions taken by the Freedom Riders to achieve their goal.
- Identify the historical events, including Robert F. Kennedy's role, surrounding the full enactment of the law that guaranteed all people, regardless of color, would be entitled to ride public transportation across state borders.
- Demonstrate that denying anyone the right to ride public transportation across state borders is a social injustice.
- State that the tactics used against the Freedom Riders could be considered harsh forms of bullying.

Materials:

- chart paper
- markers
- cited picture
- information provided about the Freedom Riders
- provided class situations/statements
- provided graphic organizer (Triple Entry Journal)



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for additional resources

New York State Learning Standards

Social Studies Standard 1: History of the United States and New York State
KI 1, PI 2, KI 2, PI 2, KI 3, PI 2; KI 4, PI 2

Social Studies Standard 5: Civics, Citizenship and Government
KI 1, PI 1; KI 2, PI 2; KI 3, PI 2-3, KI 4, PI 1-2, 6

English Language PI Arts Standard 1 Grade 4 - information and understanding: Reading PI 1-5, 10, 12; Writing PI 1-5; Listening PI 1-3; Speaking PI 6-7

English Language Arts Standard 2 Grade 4 - literary expression:
Reading PI 9, 11; Writing PI 1, 4-5; Listening PI 2-3; Speaking PI 1, 7

English Language Arts Standard 3 Grade 4 - critical analysis and evaluation: Reading PI 1, 3, 6; Writing PI 1-4; Listening PI 1; Speaking PI 3-4

English Language Arts PI 3 Standard 4 Grade 4 - social interaction:
Reading PI 3; Writing PI 1-3, 6, -7, 9; Listening 2; Speaking

SOCIAL STUDIES CORE CURRICULUM

Grade 4: Local History and Local Government

Local and State governments — Citizenship and the roles and responsibilities of citizenship in the classroom, school, home and local community

SKILLS

Thinking skills — evaluating

Research and writing skills — getting information, looking for patterns, analyzing information, supporting a position

Interpersonal and group relations skills — cooperating to accomplish goals, assuming responsibility for carrying out tasks

CONCEPTS

Change
Conflict

Choice
Human rights

Civic values
Justice

Citizenship
Power

Student Activities

Anticipatory Set

The students will be asked to participate in a contest. Two students will come forward and each will be asked to hold 10 large books (or whatever the teachers deems a “heavy” amount) for 10 minutes.

- Without their knowledge, the teacher will start giving one of the students help by asking other students to share the load. If the other student asks or begins to complain, no help from the teacher will be given. The teacher should observe the social interaction of the class and bring the contest to a close at an appropriate time.
- After this contest is over, the class will be asked to make a list (which can be teacher-facilitated) of why one student received help and the other didn't. Ideas/questions that should come from this activity:
 - A group is more powerful than an individual.
 - An individual alone may sometimes not be as successful as the group.
 - How did you feel about the person in charge who could have given help to the individual student but did not?
 - In what ways could you assist a person or group who feels powerless?
 - How did you feel watching your classmate struggle?
 - Did you want to help your classmate who was struggling? Did you? If you didn't, why not?

Note: The emphasis here should be on:

- The idea of what is fair and unfair.
- In what non-violent ways could you have helped your classmate.
- Did you choose to help? How did you do that?
- Did you choose not to help? Explain why.

Vocabulary

- social justice
- social injustice
- equality
- desegregation
- segregation
- civil rights
- leadership
- character traits
- primary document
- perseverance
- patience
- bravery
- respect
- citizenship
- responsibility
- courage
- timidity
- non-violence
- empowerment
- interstate
- commerce
- banning
- U.S. Constitution

Activity 1

- The teacher provides each student with the brief summary of information about the Freedom Riders. (Passage provided on page 26.) This information could be read silently by each student, read aloud by the teacher or read in any other manner the teacher feels appropriate.
- After reading the passage, the teacher provides the picture of the Freedom Riders about to board a bus before one of their historic rides. Students should be asked to look closely at the picture so they will be ready to answer questions about it from Page 24.
<http://www.freedomridersfoundation.org/images/leavingLA1.jpg>
(Image 4a Freedom Riders Boarding the Bus) 
- Using the graphic organizer (*Worksheet 4e triple entry journal*), the students will put the number of the question and answer under the appropriate column headers. Remind students to pay special attention to which questions can be answered using either the document only, the passage about the Freedom Riders only or their own thinking based on the document and/or passage.
Note: this activity will help students practice gathering information from primary source documents and help prepare them to answer data-based questions on state assessments.
- The teacher may choose to discuss the answers the students have on their papers, collect their papers and discuss certain questions, work with questions the students had great success with, work with a question that was particularly difficult for a number of students or discuss why some questions are so much easier to answer than others. The teacher can decide on the manner or degree of assessment, but some checking for student understanding should be done at this point. It is important to note that the questions provided follow Bloom's Taxonomy and increase in both difficulty and complexity to help students develop their critical thinking skills. Questions numbered 1-7 address lower level, less complex thinking skills, while those numbered 8-15 address more complex thinking skills.
- Once the questions have been assessed in some manner, the teacher should ask the students to read and think about the following quote:
- *"Some people want it to happen, some wish it would happen, others make it happen."*
—Michael Jordan
- The teacher asks these final questions:
 - When the Freedom Fighters were bullied by people they met on their journey, how did they respond and what was the final outcome of their actions?
 - What can a group filled with great courage accomplish together?
 - How can you as an individual or as a member of a group bring about change when you see a social injustice?

Culminating Activity

The teacher will assign students to free write/journal about the topic of "The Power of a Group to Make Change," using the chart on the following page to help them.

Student Activities

1. How many people are in the picture? _____
2. Tell in your own words why these people might be smiling even though they know they may face danger ahead.

3. What would you do before boarding the bus? _____

4. What do you think the Freedom Riders did before boarding the bus? _____

5. List examples that prove the people involved in the Freedom Rides felt differently as they were getting ready to leave. _____

6. Why did the Freedom Riders go on these rides even though they knew that danger was ahead? _____

7. Would you feel safer riding with one companion or many? And why? _____

8. What do you think the man in the back of the picture is feeling? _____

9. What do you think the woman in the front of the picture is feeling? _____

10. What is the relationship between the people who called themselves Freedom Riders? _____

11. If the man in the back of the picture decided to get off the train before you all arrive at your destination, what would you say to him? _____

12. What advice would a Freedom Rider give to someone about to take their first ride? _____

13. What were some assumptions that people made about the Freedom Riders? _____

14. How were the Freedom Riders either treated fairly or unfairly? Support your point of view. _____

15. What characteristics did the Freedom Riders possess that empowered them to endure the treatment they received on their way to overcoming segregation on public transportation? _____

Extensions

- The students may role-play the person in the picture that the questions were asked about. They might say what they think the people in the photograph would say or say aloud what the people might be thinking.
- Pretending to be a Freedom Rider, write a biography poem (form provided) on the night before the ride. (*Found on page 27, Worksheet 4f Biography Poem*)
- Read about and write a short report on John Lewis or Jim Zwerg, members of one of the famous Freedom Rides.
- Use the Internet to find pictures of the Freedom Riders as they looked when arrested and now as older adults.
- Write the dialogue that may have taken place between two Freedom Riders as the bus pulled into the terminal and angry crowds were waiting.
- Read one of the following books and discuss how the main character(s) overcame what seemed to be an impossible situation.

Come Again in the Spring by William Kennedy
Teammates by Peter Golenback and Paul Bacon
My Secret Bully by Trudy Ludwig
Remember by Toni Morrison
Freedom Riders by Ann Bausum
Rosa by Nikki Giovanni
If A Bus Could Talk by Faith Ringgold

- Access the pictures from the links below. Write three questions about these for someone to answer and discuss with you. 
 - Freedom Riders: John Dolan and friends in New Orleans; Group Shot of Houston Freedom Riders; <http://freedomridersfoundation.com/photos.articles.and.artifacts.html> (*Image 4b*)
 - Burning bus: http://biology.clc.uc.edu/fankhauser/Society/freedom_ride_jpegs/14_slide0001_image029.jpg (*Image 4c*)
 - Map of the bus route: www.crmvet.org/riders/frmap.htm (*Image 4d*)
- Write a short song or poem the Freedom Riders may have sung or chanted on their journey. Think about performing this piece of writing for your class.
- Prepare a list of ways in which the Freedom Riders could react when they were faced with unacceptable treatment before, during or after their rides. Put a checkmark by those the Freedom Riders would probably have used because they are non-violent ways of dealing with situations.

Passage about the Freedom Riders

The United States Supreme Court in 1960 had granted travelers, regardless of color, race or creed, the legal right to disregard local laws that allowed segregation for interstate travel; however, this decision was being violated in the South. In May of 1961, the Freedom Riders — a dedicated group of men and women, black and white, young and old — began riding buses in the South to exercise their right under the law. These courageous travelers were considered criminals performing criminal acts and their actions were met with arrests and brutal beatings through mob violence. The Freedom Riders, though severely punished for doing what the law of the land stated they could do, never returned the violence heaped upon them. They had been well-trained in the ways of non-violence by Dr. Martin Luther King Jr. himself.

When arrested and put in jail, the Freedom Riders often responded to their harsh treatment by singing freedom songs from their cells. The Freedom Riders refused to stop singing even though the prison guards had demanded that they stop or they would receive further punishment. Even as the Freedom Riders endured these further punishments for their non-violent reactions to the social injustices put upon them, they continued to stand up for what they believed in and stayed firm so as to reach their goal of being treated equally under the law.

Five months after the Freedom Riders left their historic rides through the South, the Interstate Commerce Commission, with U.S. Attorney General Robert F. Kennedy, issued a tough new federal order banning segregation at all interstate public facilities based on “race, color or creed.” The law became effective on Nov. 1, 1961.



AP Photo/The Tennessean file

A group of Freedom Riders from Tennessee stands at the door of a Greyhound bus in Birmingham, Ala., waiting for a bus to leave for Montgomery on May 19, 1961. On April 25, 2008 the Tennessee Board of Regents changed its decision to deny honorary degrees to 14 students at Tennessee State University, who were expelled for participating in Freedom Rides of the 1960s civil rights movement.

Graphic Organizer (Triple Entry Journal)

Directions: Put the number of the question and the answer under the appropriate column heading.

Illustration: Graphic organizer

Information I got from the document/picture ONLY	Information I got from the passage ONLY	Information I got from my own thinking based on the document and/or passage

(Worksheet 4e Triple Entry Journal) 

Biography Poem

By: _____

Today I see myself _____

Tomorrow I see myself _____

Here sits a person _____

Who likes _____

Who dreams about _____

Who is afraid of _____

Who has never _____

Who wants to be _____

Who desires _____

Who dislikes _____

Who wants to change _____

Who someday sees _____

Who would like to be like _____

Who never _____

Who wishes _____

Who sees my friends _____

Who hopes that someday _____

Who wants all people _____

(Worksheet 4f Biography Poem) 

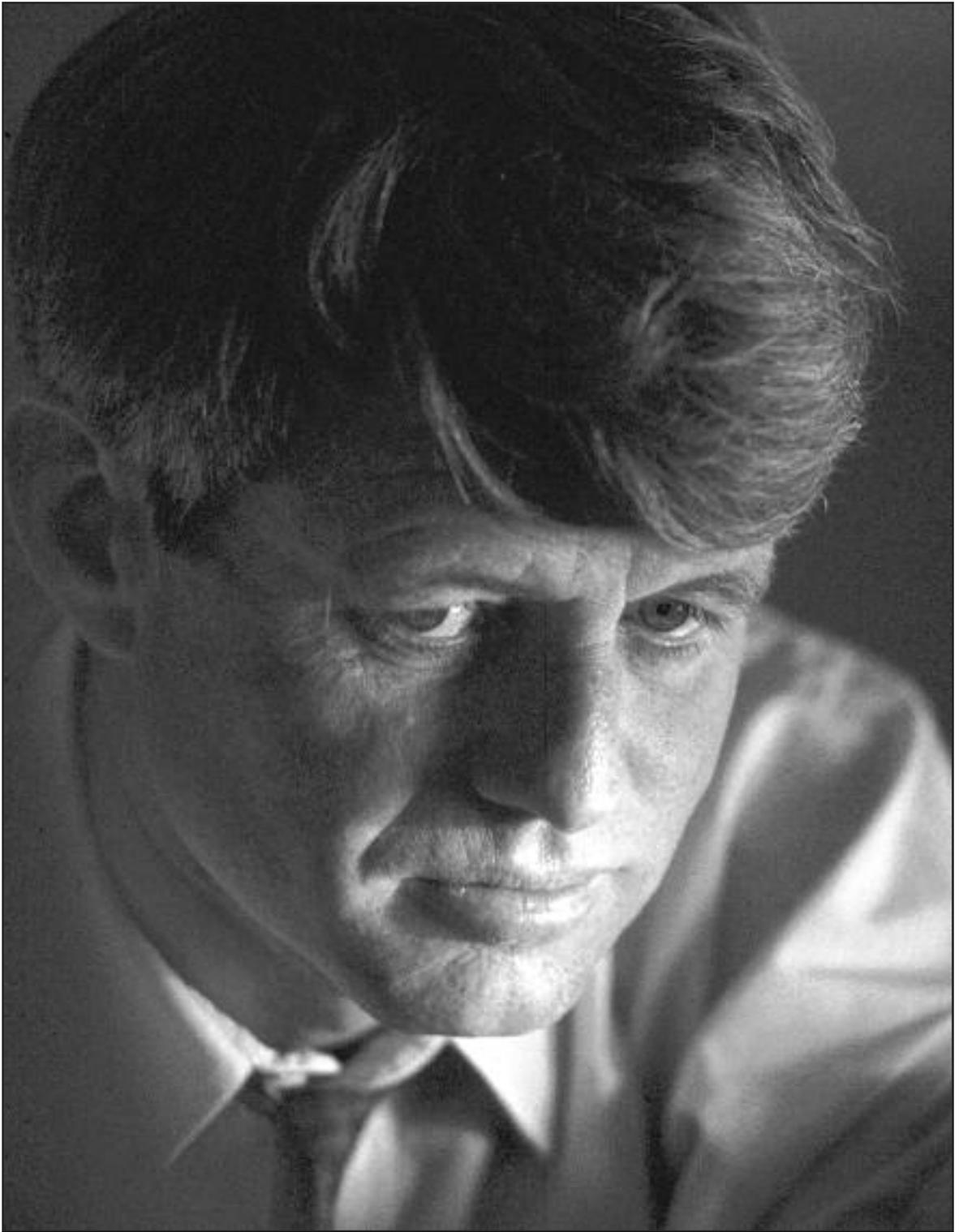


Photo by Bill Eppridge/Time Life Pictures/Getty Images

Robert Kennedy believed that everyone had the power to make a difference in the world.

Lesson Plan 5

Title: Speak up Speak out: What do you care about?
Step up Step in. NOW is the time to participate
in and create social change in your life.

Grade: 4

Time Requirement: 160 minutes;
however, this could be extended to a larger project



Photo by Michael Mauney/Time Life Pictures/Getty Images

Materials:

- art supplies
- Internet access
- music (links on page 31)
- articles about children who make a difference; some suggestions are listed below:
 - Boston Globe, Dec. 12, 2005:
Children Protest Outside Wal-Mart
<http://wakeupwalmart.com/news/20051212-bg.html>
 - Heavenly Hats: Anthony Leanna story
<http://www.myhero.com/myhero/hero.asp?hero=LEANNA>
 - Children Protest Candy Sale, Feb. 3, 2006,
Associated Press Florida
<http://www.msnbc.msn.com/id/11161997>
 - Associated Press: Salt Lake City: Angry Children Protest
Gas Prices <http://www2.tbo.com/content/2008/jun/25/angry-kids-protest-gas-prices-after-losing-cable-t/?news-breaking>
 - Children Who Make a Difference.
Vol. 14, No. 1, Fall 1999
http://www.rethinkingschools.org/archive/14_01/14_01.shtml
 - Birmingham Crusade: children protesting
http://www.stanford.edu/group/King/about_king/enyclopedia/birmingham_campaign.htm
 - Article from Cobblestone Appleseed, Civil Rights Movement issue 2008

 Visit www.nysut.org/RFK for additional resources

Objectives

Students will be able to:

- Read a variety of texts for information, understanding and determining importance with evidence from the text.
- Build and use new vocabulary.
- Draw conclusions and formulate opinions about causes, injustices and social justice.
- Democratically vote for a common purpose.
- Write responsive, reflective journal entries.
- Make connections to current issues in their lives and identify problems they want to change.
- Participate in whole class and in small groups.
- Create a project that represents a current social issue they would like to change and produce an action Web.
- Demonstrate empathy for others and an understanding for different points of view and experiences.
- Communicate Robert F. Kennedy's vision of a stronger community through individual actions.

New York State Learning Standards

Social Studies Standard 4: Economics KI 1, PI 5

Social Studies Standard 5: Civics, Citizenship and Government KI 1, PI 1; KI 2, PI 2; KI 3, PI2-3, KI 4, PI 1-2, 6

English Language Arts Standard 1 Grade 4 - information and understanding: Reading PI 1-5; 10, 12; Writing PI 1-5; Listening PI 1-4; Speaking PI2, 6-7

English Language Arts Standard 3 Grade 4 - critical analysis and evaluation: Reading PI 1, 3, 7; Writing PI 1-4; Listening PI 1, 3; Speaking PI 3-4

English Language Arts Standard 4 Grade 4 - social interaction: Reading PI 1, 3; Writing PI 1-3, 6-7, 9; Listening 2; Speaking PI 3

The Arts Standard 3 Music PI 4-5; Visual Arts PI 3-4

SOCIAL STUDIES CORE CURRICULUM

Grade 4: Local History and Local Government

Local and State governments — The meaning of key terms and concepts related to government, including democracy, power and citizenship

SKILLS

Thinking skills — Drawing inferences and making conclusions, evaluating

Research and writing skills — Looking for patterns, analyzing information

Interpersonal and group relations skills — Participating in group planning and discussion, cooperating to accomplish goals

Image analysis skills — Decoding images, interpretation

CONCEPTS

Change Choice Citizenship Human Rights Justice

Student Activities

Anticipatory Set

- What is meant by the quote from Mark Twain: *“Actions speak louder than words.”*
- Write responses on the board, smartboard or overhead.

Activity 1

- “Today we are going to think about our role as citizens and what matters most to us. There is a quote I want you to read.”
- The teacher gives each student the following quote by Martin Luther King Jr. as a reflective question: *“It’s always the right time to do the right thing.”* Students write or paste it into their social studies notebook.
- “Think about the way we live our lives today and how it relates to Robert F. Kennedy’s message of hope and change.”
- Students will quickly write down what they think it means. Students will swap books with the person beside them. Students will read their neighbor’s thinking and respond. In their response, you can ask them to give an example that supports whether they agree or disagree.

Vocabulary

- citizenship
- activist
- movement
- protest
- organize
- participation
- morals
- value

Activity 2

Introduction: Speaking up and speaking out for social justice and change was played out in many ways during the 1960s. Songs of the time are primary sources that can help us understand what was happening then, how people were feeling and what they wanted people to know or to inspire. Let's look at a song from the 1960s and see what we can learn about people creating change against social injustice.

- Shared reading: Play and/or read this song (*Song 5b*) "If You Miss Me from the Back of the Bus" www.outreach.olemiss.edu/Freedom_Riders/Resources/IfYouMissMe.pdf 
- Additional songs from this time are available at: www.flint.lib.mi.us/powerofsong/script.shtml#2 (*5c Power of Songs Web site*) 
- Children listen to, read and analyze a song of hope and change. Answer some or all of the questions either through discussion or journaling:
 - What is the author's purpose of the song? What was the message?
 - What types of changes are being sung about? What social issues were important then?
 - What does it tell you about change at the time it was written?
 - How does it relate to Robert F. Kennedy's message?

Optional: Each student creates a watercolor painting or drawing using symbols that represent the song, the struggle and the change.



Photo by Bill Eppridge/Time & Life Pictures/Getty Images

Activity 3 — Thought questions: Jigsaw

We are going to think about these two questions:

How have kids changed things in the world?

What power do children have to change things?

- Jigsaw Activity: Students will be broken into four groups. Within each group, each person will have a letter — A, B, C or D — that will be based on reading levels. They will then read the article and fill out the T chart of how children brought about change as individuals, as a group or as part of a movement. After, they will brainstorm their own ideas to add to the columns. (*Worksheet 5d T-Chart, What Can I Do?*) 
- Whole class will meet to post ways that children helped bring about social change. Short discussion.
- Go back to your journal and add any new thinking to your quote page. Have your ideas of participation and taking action changed or grown? How and why? Explain.

Activity 4

Quote: “*Be the change you want to see in the world.*” Mahatma Gandhi

- How does this quote connect to the quote, “*actions speak louder than words?*” Have students talk in partnerships. Students will then come together in a whole class circle discussion about the connections and conclusions they made.
- The way people live their lives is an expression of who they are and what they believe. We have examined social change and have a list of ways people have participated to support a cause or social change. I want you to think next about these questions (*Worksheet 5e What is important to you?*):

- What do you care about? What is important to you? _____

- What do you want to change? _____

- What makes you angry? What bothers you? _____

- What do you stand for? _____

- What are you willing to do or to give up to make it happen? _____

- Reflect on why. _____

(*Worksheet 5e What is important to you?*) 

- Students write in their journal listing. Turn and talk to a partner. Identify things that you both had in common. Then the whole class will get together to share. Teacher posts responses. Checks are put next to issues that repeat.
- The class will democratically vote on the issue they want to take on. They will fill out a graphic organizer the same as in Lesson 3. (*Worksheet 5f What it is / What it isn't, same as 3e*) 
- Next, using the graphic organizer, the class will write an action plan to be put up on the board. This may take up to a whole class period. Discuss and split the class into groups. (*Worksheet 5g Action Web*) 

Extension:

- Letters to the new president: writing to make a difference.
 - What did Robert F. Kennedy's message mean to you?
 - What do you want the new president to address and change for the future?
 - Write a persuasive letter convincing the president to believe in your cause.
- Venn diagram social issues important to Robert F. Kennedy during his life and compare them to the social issues that we face today.
- What if Robert F. Kennedy were alive today?
 - Would his causes be different?
 - What would you do?
- Start a student council, create a safety patrol, create a school store, hold a fundraiser.
- Have students create a symbol and possibly a slogan that will represent their cause. Create a bulletin board with the symbols. Have the students trace their hands on different color construction paper and write their vision on them for use as a border.
- Develop an advertising campaign to build awareness (posters, buttons, chant).
- Organize an assembly with several components (song, PowerPoint).
- Fund raise, form a club, team, clothes/food drive.
- Write letters as a class to a politician.

*“Actions
speak louder
than words.”*

Mark Twain



Sen. Robert F. Kennedy (R) with Walter Wetzel, president of the National Congress of American Indians, and unidentified woman. (Photo by Francis Miller/Time Life Pictures/Getty Images)

*In honor of Robert F. Kennedy's legacy
of service and social justice,
New York City's Triborough Bridge
is being renamed the
Robert F. Kennedy Bridge
in November 2008.*



Courtesy MTA Bridges and Tunnels Special Archive

NYSUT President Dick Iannuzzi looks on as Ambassador William vanden Heuvel, who was special assistant to Robert Kennedy while he served as attorney general, recounts his experiences. ▶



NYSUT President Dick Iannuzzi, Ambassador William vanden Heuvel and the NYSUT lesson plan development team take a photo break during the July lesson-writing conference at NYSUT headquarters. ▼



◀ *Ambassador William vanden Heuvel captivated the NYSUT lesson plan development team with his reminiscences of working with Robert Kennedy.*

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To access the lesson plans online, along with primary source interviews and other materials, visit www.nysut.org/rfk. Share your feedback at rfk@nysutmail.org.

For additional biographical material and resources about Robert F. Kennedy and social justice, or to obtain a copy of the film *RFK Remembered*, visit www.rfkmemorial.org and www.speaktruth.org.



ROBERT F. KENNEDY MEMORIAL

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