

SPEAK UP

SPEAK OUT



GRADE

8

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.



Photo by Bill Eppridge/Time Life Pictures/Getty Images

“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 8 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 and 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 8, 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 on people who have made significant contributions to American life.

Biography of RFK

The Early Years:

Robert Francis Kennedy was born on Nov. 20, 1925, in Brookline, Mass., the seventh child of Rose and Joseph P. Kennedy. "I was the seventh of nine children," he later recalled, "and when you come from that far down you have to struggle to survive."

He soon moved to Riverdale, N.Y. and lived in the state until 6th grade.

After high school, he served in the Navy during World War II, and attended Harvard University where he played varsity football. Athletics were a lifelong passion and he was known for his legendary touch football games with friends and family, and for other daring exploits — including climbing the highest peak in North America, Mt. Kennedy, named for his brother, President John F. Kennedy.

He then attended University of Virginia Law School. Perhaps more important for his education was the Kennedy family dinner table, where his parents involved their children in discussions of history and current affairs. "I can hardly remember a mealtime," Robert Kennedy said, "when the conversation was not dominated by ... what was happening in the world."

In 1950, Robert Kennedy married Ethel Skakel and later had 11 children.

Dedicated Public Servant:

In 1952, Kennedy managed his older brother John's successful campaign for the U.S. Senate from Massachusetts. Later, he worked in the U.S. Senate, winning attention as the Senate's lead lawyer investigating Teamsters' Union leader Jimmy Hoffa for corruption.

In 1960, he managed John F. Kennedy's presidential campaign. After the election, he was appointed attorney general in President

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 of social justice ideals and actions?

Kennedy's cabinet. As attorney general, he won respect for his effective administration of the Department of Justice, fighting organized crime and helping African-Americans exercise their right to vote, attend integrated schools and use public accommodations. In 1961 he helped protect students taking part in the Freedom Ride, protesters who traveled by bus across the U.S. South to highlight illegal segregation, such as a prohibition against African-Americans using facilities in bus terminals. In September 1962, Attorney General Kennedy sent U.S. marshals and troops to defend the first African-American student at the University of Mississippi — James Meredith — from rioting protesters. Robert Kennedy also helped President Kennedy propose the most far-reaching civil rights law since Reconstruction, the Civil Rights Act of 1964, which passed eight months after President Kennedy's death.

New York's Senator:

Soon after President Kennedy's death, Robert Kennedy resigned as attorney general and, in 1964, ran successfully for the United States Senate in New York. As New York's senator, he initiated a number of projects in the state, including assistance to underprivileged children and students with disabilities and the establishment of the Bedford-Stuyvesant Restoration Corporation to improve living conditions and employment opportunities in areas of Brooklyn. Today, that program is a model for communities across the nation.

A Champion for Human Rights and Peace:

Senator Kennedy was also committed to the advancement of human rights at home and abroad. In addition to supporting the Civil Rights Movement in the U.S., he sought to confront the American people with the facts of poverty, journeying into urban ghettos, Appalachia, Native American reservations, the Mississippi Delta and migrant workers' camps. He proposed legislation to encourage businesses to locate in these poverty-stricken areas to create dignified work for the unemployed so they could support their families.

He traveled to Eastern Europe, Latin America and South Africa to share his belief that all people have a basic human right to participate in the political decisions that affect their lives. He also believed that those who challenge institutional wrongs show the highest form of courage. "Each time a man stands up for an ideal," he said in a 1966 speech to South African students, "or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and ... those ripples build a current that can sweep down the mightiest walls of oppression and resistance."

Though Kennedy had initially supported President Johnson's policies in the Vietnam War, as a senator, Kennedy worked to end the war. Kennedy urged President Johnson to cease the bombing of North Vietnam and reduce, rather than enlarge, the war effort. In his final Senate speech on Vietnam, Kennedy said, "[C]an [we] decide, in Washington, D.C., what cities, what towns, what hamlets in Vietnam are going to be destroyed? ... Do we have to accept that? ... I think we can do something about it."

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 Gwizman, 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

Historic Bid for the Presidency:

On March 18, 1968, Robert Kennedy announced his candidacy for the Democratic presidential nomination. He challenged the complacent in American society and sought to bridge the great divides in American life — between the races, between the poor and the affluent, between young and old. His 1968 campaign brought hope to an American people troubled by discontent and violence at home and war in Vietnam. He won critical primaries in Indiana and Nebraska and spoke to enthusiastic crowds across the nation.

Robert Francis Kennedy was fatally shot on June 5, 1968, at the Ambassador Hotel in Los Angeles, Calif., shortly after claiming victory in that state's crucial Democratic primary. He was 42 years old. Although his life was cut short, Robert Kennedy's vision and ideals live on today through the human rights work of the Robert F. Kennedy Memorial in Washington, D.C.

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; 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.

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, graphics. Consider how these can be modified or if the information can be used.

Differentiating Instruction continued...

- 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.
- 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.

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

Lesson 1 – Getting to Know Social Justice and Robert F. Kennedy

After completing this lesson, students will be able to:

- Understand the concept of social justice and how Robert F. Kennedy was an agent of change.
- Make the connection between Robert F. Kennedy and how the power of individual actions can effect change.

Lesson 2 – Disenfranchisement of African-Americans

After completing this lesson, students will be able to:

- Understand Robert F. Kennedy's position on desegregation of public schools.
- Understand how one person or a group of people can influence the government to bring about change.

Lesson 3 – 1965 to 2008: The Fight for Justice Continues

After completing this lesson, students will be able to:

- Describe the plight of migrant farm workers in the United States.
- Describe how one person, Cesar Chavez, or a group of people, the Student/Farmworkers Alliance, can effect change through non-violent means.

Lesson 4 – Bullied to Buy

After completing this lesson, students will be able to:

- Understand how advertising companies persuade young people to buy their products.
- Understand that many of the products being sold to them are not in their best interest.
- Understand Robert F. Kennedy's commitment against the advertising of cigarettes to young people and how he was ahead of his time in his fight against the tobacco companies.
- Understand how Robert F. Kennedy fought for what he believed was right, even though it was unpopular and hurt him politically.

Lesson 5 – A Community Working Together

After completing this lesson, students will be able to:

- Understand what it means to be a community.
- Analyze and understand the impact that Robert F. Kennedy had on the Bedford-Stuyvesant community.
- Communicate Robert F. Kennedy's vision of a stronger community through individual actions.
- Be motivated to take a greater interest and role in their communities.



Photo by Bill Eppridge/Time Life Pictures/Getty Images

Senator Robert F. Kennedy (also known as Bobby Kennedy, and RFK) talks with a young boy as he meets with supporters on an unidentified airfield during a cross-country campaign tour, 1966.

Lesson Plan 1

Title: Getting to Know Social Justice and Robert F. Kennedy

Grade: 8

Time Requirement: 60 minutes

Objectives

Students will be able to:

- Understand the concept of social justice and how Robert F. Kennedy was an agent of change.
- Make the connection between Robert F. Kennedy and how the power of individual actions can effect change.

New York State Learning Standards

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

Social Studies Standard 3: Geography KI 1, PI 1

Social Studies Standard 5: Civics, Citizenship and Government KI 2, PI 5

English Language Arts Standard 1: Information and Understanding Grade 8 Reading, PI 2, 6, 9, 12; Grade 8 Writing, PI 7-8, 10; Grade 8 Listening, PI 1, 3; Grade 8 Speaking, PI 2

English Language Arts Standard 3: Critical Analysis and Evaluation Grade 8 Speaking, PI 1

English Language Arts Standard 4: Social Interaction Grade 8 Writing, PI 1



Materials:

- Biography of Robert F. Kennedy (found as part of the introduction to the unit)
- Vocabulary
- Quotes from speeches
- Access to the speeches



Visit www.nysut.org/RFK for additional resources

SOCIAL STUDIES CORE CURRICULUM

Grade 8: United States and New York state History Unit 11, Section II D. Old and new problems must be addressed (p. 88)

SKILLS

Thinking skills – drawing inferences and making conclusions

Research and writing skills – organizing information; interpreting information

Interpersonal and group relation skills – participating in group planning and discussion; cooperating to accomplish goals; assuming responsibility for carrying out tasks

Sequencing and chronology skills – understanding the concepts of time, continuity and change

Map and globe skills – creating maps

CONCEPTS

Change
Citizenship

Choice
Human rights

Civic values
Places and regions

Technology Requirement

DVD player and TV, Internet connection

Background

This is the introductory lesson to a five-lesson unit on social justice issues with a focus on Robert F. Kennedy's advocacy for change. The scope of these lessons will be:

- Desegregation
- Rights of migrant workers
- Children's rights
- Bedford-Stuyvesant restoration project

Relevance to Current Issues

Individuals and groups still take on injustice and discrimination issues affecting the disenfranchised, the poor, the neglected and the indigent by getting involved in community activities such as being politically active, going into public service and going green.

Student Activities

Anticipatory Set

- Divide students into cooperative work groups.
- Show students the 2:19 minute clip on Robert F. Kennedy, Making a Difference, from this YouTube link: www.youtube.com/watch?v=LgpUMr7er54&feature=related
- Show the clip a second time and ask the students to make a list of the people they see in the clip and write what they think the quotes were about.
- Ask the students to share their answers. Record the comments on the board, flip chart or smart board.

Vocabulary

- change
- social justice
- advocacy
- arena
- generation

Activity 1

- Students will read the quotes from Robert F. Kennedy and answer the guiding question. Students remain in cooperative groups.

Quotations:

“It is not enough to understand or to see clearly. The future will be shaped in the arena of human activity by those willing to commit their minds and their bodies to the task.”

“Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation.”

June 6, 1966, University of Capetown, South Africa

Guiding Question

- List at least two ideas within the quote. Based on the two ideas, what do you think is the main idea of the quote?

Culminating Activity

- Based on the video, the Robert F. Kennedy quotes and biography provided in the introduction of the unit, each group will write a quote on one of the following:
 - Helping children
 - Helping communities
 - Helping people to make their lives better

Extension Activities

- Geography – provide students with a map of the United States.
- Map the areas within the United States of social justice activities that Robert F. Kennedy engaged in between 1961 and 1968, based upon this PBS site:
www.pbs.org/wgbh/amex/mlk/maps/index.html

Additional Resources

- Discs: RFK at Columbia 1968; RFK School Children 1968
- www.rfkmemorial.org/
- <http://speaktruthtopower.org/>
- MacAfee, Norman, ed. (2004). *The Gospel According to RFK: Why it Matters Now*. New York: Basic Books.



Photo by Loomis Dean/Time Life Pictures/Getty Images



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.

Lesson Plan 2

Title: Disenfranchisement of African-Americans

Grade: 8

Time Requirement: 120 minutes

Objectives

Students will be able to:

- Understand Robert F. Kennedy's position on desegregation of public schools.
- Understand how one person or a group of people can influence the government to bring about change.



AP Photo

New York State Learning Standards:

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

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

English Language Arts Standard 1: Information and Understanding Grade 8 Reading, PI 3-4, 6, 10, 12; Grade 8 Writing, PI 2, 5, 7-8, 10

English Language Arts Standard 3: Critical Analysis and Evaluation Grade 8 Writing, PI 1; Grade 8 Speaking, PI 1

English Language Arts Standard 4: Social Interaction Grade 8 Reading, PI 1; Grade 8 Writing, PI 1

SOCIAL STUDIES CORE CURRICULUM

Grade 8: United States and New York state History

Unit 11, Section I C. Civil rights movement placed focus on equality and democracy (p. 87)

Materials:

- Accompanying documents
- DBQ
- Textbook



Visit www.nysut.org/RFK
for additional resources

SKILLS

Thinking skills – drawing inferences and making conclusions; evaluating

Research and writing skills – interpreting information; analyzing information; supporting a position

Interpersonal and group relation skills – cooperating to accomplish goals; assuming responsibility for carrying out tasks

Sequencing and chronology skills – understanding the concepts of time, continuity and change

CONCEPTS

Change	Choice	Civic values	Government
Human rights	Justice	Power	

Technology Requirement

Real player, other software/hardware, flip charts, computer lab with Internet access or classroom computers, Microsoft Powerpoint

Background

In 1896, the Supreme Court of the United States ruled in the *Plessy v. Ferguson* decision that separate but equal facilities in public transportation was permissible. This ruling disenfranchised African-Americans in all aspects of public life. In 1951, the National Association for the Advancement of Colored People (NAACP) challenged segregation by filing a complaint against the Topeka, Kan., school district for assigning students of color to different schools from white students, citing that practice as unconstitutional.

Relevance to Current Issues

Many Americans are still disenfranchised in the United States even though they are guaranteed equal protection under the law by the 14th Amendment to the U.S. Constitution.

Student Activities

Procedures:

- The class will be divided into cooperative learning groups for this lesson.

Anticipatory Set

Ask the following questions and discuss with students:

- Have you ever been in a situation where you didn't fit in? How did you feel? What did you do to change the situation or what could you have done?
- Pass out copies of Robert F. Kennedy's speech.
- The students will listen to the speech given by Robert F. Kennedy at the University of Georgia, www.bobby-kennedy.com. End the speech after the line: "By facing this problem honorably..." Discuss with students the guiding questions after listening to the speech.

Guiding Questions

- What happened in 1954?
- What imprint did this have on the United States?

Vocabulary

- desegregation
- *Brown v. Board of Education of Topeka, Kansas*
- civil rights
- plaintiff
- infant plaintiff
- contravention
- 14th Amendment
- statute
- *Plessy v. Ferguson*
- 14th Amendment
- due process

Activity 1

Students will read each activity and answer the scaffolding questions following the document.

Document 1

Complaint against Board of Education of Topeka, Kan., Feb. 26, 1951

“The question of whether the denial to infant plaintiffs, solely because of race, of educational opportunities equal to those afforded white children at the Sumner school and other schools similarly situated in the city of Topeka, Kansas, is in contravention of the 14th Amendment to the United States Constitution as being a denial of the equal protection of the law.” (Page 2)

www.eisenhower.archives.gov/dl/Civil_Rights_BrownvsBoE/BrownvsBOEfiles.html

- What equal educational opportunities do you think the infant plaintiffs were denied?
- When was the 14th Amendment to the Constitution ratified? Why would this be used as a defense?

Document 2

Brown v. Board of Education, 347U.S. 483 (1954) (USSC+)

Decided May 17, 1954

“We conclude that, in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the 14th Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the 14th Amendment.”

www.law.cornell.edu/supct/html/historics/USSC_CR_0347_0483_ZS.html

- What Constitutional rights did segregation violate?
- What statement in the quote reversed the “separate but equal” clause of *Plessy v. Ferguson*?

Document 3

RFK Law Day Address

University of Georgia Law School, Athens, Ga., May 6, 1961

“I cannot believe that anyone can support a principle which prevents more than a thousand of our children in one country from attending public school — especially when this step was taken to circumvent the orders of the court. Our position is quite clear. We are upholding the law. Our action does not threaten local control. The federal government would not be running the schools in Prince Edward County any more than it is running the University of Georgia or the schools in my state of Massachusetts. In this case — in all cases — I say to you today that if the orders of the court are circumvented, the Department of Justice will act. We will not stand by or be aloof. We will move.

“I happen to believe that the 1954 decision was right. But, my belief does not matter — it is the law...”

www.rfkmemorial.org/

- What decision is referred to in the speech?
- Why would Robert F. Kennedy support that decision?
- What was the fear of the local governments if they did not follow the rule of law?

Document 4

Desegregation in the South from 1954 to 1988

Year	Percent of African-Americans in majority white schools
1954	0.001%
1964	2.3%
1967	13.9%
1968	23.4%
1976	37.6%
1986	42.9%
1988	43.5%

*Source: Equal Justice Society,
Fall 2007 e-Newsletter, Erwin Chemerinsky*

www.equaljusticesociety.org/newsletter11/story3.html

- What conclusion can you draw from the information provided in the chart regarding racial desegregation of southern schools from 1954-88?
- What event most affected desegregation of public schools in the South?

Document 5

Little Rock Nine:

One of the “Little Rock Nine” students says after she signed up to go to Central High School, she skipped home, unaware of what was to come. She said her innocent belief that if the white students got to know her everything would work out was shattered the day the soldiers stopped her from entering the school. The former Little Rock, Ark., student talks to Alex Chadwick.

- What action did Alex Chadwick take that would change U.S. history?
- Why would soldiers stop her from entering the high school?

www.npr.org/templates/story/story.php?storyId=11912932&ft=1&f=1013

Document 6

James Meredith letter to attorney Thurgood Marshall

“I am submitting an application for admission to the University of Mississippi... I am a native Mississippian. All my elementary and secondary education was received in this state, except my last year of high school, which was completed in Florida. I spent nine years in the United States Air Force (1951-60), all of which were honorable. I have always been a “conscientious objector” to my “oppressed status” as long as I can remember. My long-cherished ambition has been to break the monopoly on rights and privileges held by the whites of the state of Mississippi.” Meredith, *Three Years in Mississippi*, 1966, p. 55-56.

www.jfklibrary.net/meredith/jm_01fr.html

Guiding question:

- What was the problem faced by James Meredith and other African-Americans in Mississippi?

Culminating Activity:

Throughout the course of United States history, African-Americans have been disenfranchised.

Using information from the documents and your knowledge of United States history, write an essay in which you will:

- Describe one way in which Robert F. Kennedy or a specific group tried to correct the disenfranchisement.
- Discuss the extent to which their actions corrected the problem.

Extension:

As an extension activity, introduce students to the story of Barbara Jones, an 11th grader who led students at R.R. Moton High School in Farmville, Va., in a strike protesting educational conditions. This courageous act led to the involvement of the NAACP and became a precursor to one of the cases (*Davis v. Prince Edward County*) argued before the Supreme Court that ultimately resulted in the Brown decision. To engage students, go to <http://americanhistory.si.edu/brown/history/4-five/farmville-virginia-1.html> for documents and photos.

Additional Resources

- www.tourolaw.edu/patch/Plessy
- www.tourolaw.edu/patch/Brown
- www.pbs.org/wgbh/amex/eyesonthepize/resources/res_video.html



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 3

Title: 1965 to 2008 The Fight for Justice Continues

Grade: 8

Time Requirement: 80 minutes



Photo by Bill Eppridge/Time Life Pictures/Getty Images

Objectives

- Students will be able to describe the plight of migrant farm workers in the United States.
- Students will understand why people organize unions.
- Students will understand how the organization of farmworkers aligned with Robert F. Kennedy's social justice issue of the rights of workers to a fair wage.
- Students will be able to describe how one person or a group of people can effect change throughout non-violent means.

New York State Learning Standards:

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

Social Studies Standard 5: Civics, Citizenship and Government KI 2, PI 5; KI 3, PI 2

English Language Arts Standard 1: Information and Understanding Grade 8 Reading, PI 2, 6, 10; Grade 8 Writing, PI 4, 7-8

English Language Arts Standard 3: Critical Analysis and Evaluation Grade 8 Writing, PI 1

Materials:

- Download and print:
 - Biography of Cesar Chavez
www.americaslibrary.gov/cgi-bin/page.cgi/aa/chavez
 - Student/Farmworkers Alliance
www.sfalliance.org/about.html

Visit www.nysut.org/RFK for additional resources

SOCIAL STUDIES CORE CURRICULUM

Grade 8: United States and New York state History

Unit 11, Section I C. Civil rights movement placed focus on equality and democracy (p. 87)

Unit 11, Section II D. Old and new problems addressed (p. 88)

SKILLS

Thinking skills – comparing and contrasting ideas; drawing inferences and making conclusions; evaluating

Research and writing skills – interpreting information; analyzing information; supporting a position

Sequencing and chronology skills – placing events in chronological order; creating timelines; understanding the concepts of time, continuity and change

Graph and image analysis skills – drawing conclusions

CONCEPTS

Change	Civic values	Citizenship
Human rights	Justice	Power

Materials: Download and print:

- Biography of Cesar Chavez
www.americaslibrary.gov/cgi-bin/page.cgi/aa/chavez
- Student/Farmworkers Alliance
www.sfalliance.org/about.html

Technology Requirement:

Computer access, Internet access, LCD projector

Background:

In September 1965, Cesar Chavez and 1,200 families joined in a strike against major table and wine grape growers in the Delano, Calif., area. They were striking for better wages and working conditions. Chavez led a successful five-year boycott that brought millions of supporters to the United Farm Workers (UFW), gathering support from unions, students, church groups and consumers. Chavez's UFW adhered to the principals of non-violence practiced by Mahatma Gandhi and Dr. Martin Luther King Jr. The 1965 strikers took a pledge of non-violence and Chavez conducted a fast in 1968 to reaffirm the UFW's commitment to non-violence. Robert F. Kennedy called Chavez, "one of the heroic figures of our time" and flew to Delano to be with him when he ended the fast.

Relevance to Current Issues:

In May 2008, The Coalition of Immokalee Workers and Burger King Corp. announced plans to work together to improve wages and working conditions for the farm workers who harvest tomatoes for Burger King in Florida. Burger King agreed to pay an additional net penny per pound for Florida tomatoes to increase wages for the Florida farm workers who harvest tomatoes. This victory sends a strong message to other fast-food companies that they need to become more socially responsible and recognize the work of the migrant farm worker through fair wages and better working conditions. This is the latest in a string of victories against other fast-food companies such as Taco Bell in 2005 and McDonald's in 2007.

Inequality for migrant workers in the farming industry has not abated since Cesar Chavez began the struggle for the rights of California migrant workers in 1965. Today, groups are working to ensure that workers receive fair wages. One individual or a group of dedicated activists can make a difference and right injustice.


Vocabulary

- boycott
- AFL-CIO
- United Farm Workers
- labor union
- strike
- fast
- picketing
- coalition

Student Activities

Anticipatory Set

Show students the following video clip, followed by a class discussion:

- Con Estes Manos...With These Hands – Five-minute video that shows farm workers' broken and abused hands that pick the tomatoes in the Florida fields.
www.youtube.com/watch?v=UlcIAfkXkIk
- If the hands could talk, what would they say about life as a worker in the tomato fields? Write the student responses on the board, flip chart or smart board.
(Document 3a Comparison Chart) 

Activity 1

- Teacher will divide students into four groups and the students will continue to work in groups through the next three activities.
- Students will read the excerpt from the AFL-CIO Web site on unions and answer the guiding questions.

How do unions help working families today?

Through unions, workers win better wages, benefits and a voice on the job — and good union jobs mean stronger communities. Union workers earn 30 percent more than nonunion workers and are more likely to receive health care and pension benefits than those without a union. In 2005, median weekly earnings for full-time union wage and salary workers were \$833, compared with \$642 for their nonunion counterparts. Unions lead the fight today for better lives for working people, such as through expanded family and medical leave, improved safety and health protections and fair-trade agreements that lift the standard of living for workers all over the world.

What have unions accomplished for all workers?

Unions have made life better for all working Americans by helping to pass laws ending child labor, establishing the eight-hour day, protecting workers' safety and health and helping create Social Security, unemployment insurance and the minimum wage, for example. Unions are continuing the fight today to improve life for all working families in America.

www.aflcio.org/joinaunion/union101.cfm

- Why do people form or join unions?
- What benefits have unions achieved for workers?
- How have unions made life better for all working Americans?

Activity 2

Grape Boycott in 1965:

By 1964, a movement arose and the union United Farm Workers Association (UFWA) was formed with 1,000 members. The farm workers wanted better wages and better working and living conditions. In August 1965, an independent walkout of Mexican and Filipino grape workers in Delano, Calif., caught the attention of the leader and organizer of the UFWA, Cesar Chavez. An even larger strike, led by the Filipinos against all the grape companies in the Delano area, was supported by UFWA. When the strike was unsuccessful in completely halting field work, Chavez organized a march to California's state capital to inspire farm workers to join the union. The march was effective in getting national attention; however, Chavez knew that neither the march nor the strike would be effective in getting the grape producers to negotiate. UFWA then decided to call a boycott of the Schenley Liquor Co., which owned the vast majority of the vineyards in the San Joaquin Valley. This was a success and soon other grape producers were forced to sign contracts. Chavez sent representatives throughout the country to coordinate boycott meetings and fund-raising efforts. For the next four years, the United Farm Workers Organizing Committee decided to boycott all table grapes; this received wide public support. This boycott was the most successful in American history. In 1970, the pressure of the ongoing boycott resulted in the signing of contracts that provided workers with significant benefits. <http://library.thinkquest.org/26504/History.html>

- What did the farm workers want that caused them to organize?
- Why did Chavez expand the boycott?
- Why do you think Cesar Chavez was successful in organizing farm workers?



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. (Photo by Michael Rougier/Time Life Pictures/Getty Images)

Activity 3

Tomato Boycott, 2008

A group of tomato pickers from Florida announced an end to a boycott of Taco Bell yesterday (March 8, 2008) after the fast-food chain and its parent company agreed to meet demands to improve wages and working conditions for the farm workers.

In what both sides called an unprecedented agreement, the fast-food company said it will increase the amount it pays for tomatoes by a penny per pound, with the increase to go directly to workers' wages. Taco Bell said it will help the farm workers' efforts to improve working and living conditions.

The Coalition of Immokalee Workers, an advocacy group made up largely of indigent immigrants who work tomato fields in southwest Florida, and representatives of Taco Bell and its corporate parent, Yum Brands Inc., announced the agreement at a news conference at Yum headquarters in Louisville. The farm workers had traveled there for a protest.

About 80 Immokalee farm workers had traveled by bus to Louisville for what they called their Taco Bell Truth Tour, stopping at 15 cities en route to bolster support for the boycott. The rally on Saturday, featuring celebrities such as Martin Sheen and Kerry Kennedy, a daughter of the late Robert F. Kennedy, will go on, coalition members said, as a celebration of the agreement.

Nieves, E. (March 9, 2005). Accord with tomato pickers ends boycott of Taco Bell. *The Washington Post*, p. A6. Retrieved from the Coalition of Immokalee Workers Web site, July 23, 2008

www.ciw-online.org/washpost05b.html

- Why did the boycott of Taco Bell succeed?
- How was Robert F. Kennedy's legacy for social justice action represented?

Activity 4

Eric Schlosser, author *Fast Food Nation*:

“At a time of declining union membership, failed organizing drives and public apathy about poverty, a group of immigrant tomato pickers has persuaded an enormous fast food company – Yum Brands, which in addition to Taco Bell owns KFC, Pizza Hut, A&W All American Food Restaurants and Long John Silver’s – to increase the wages of migrant workers and impose a tough code of conduct on Florida tomato suppliers. Now McDonald’s, Burger King, Wendy’s and Yum’s other brands need to do the same.”

www.sfalliance.org/tacobell.html

“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

- Why was the victory of the tomato pickers an important event in unionism?

Culminating Activity

- Teacher will divide students into four groups.
- The students will discuss the guiding questions in their groups and fill in the remaining columns on their hand-outs. One student will act as reporter.
- How do unions protect their workers?
- How did Cesar Chavez and the Coalition of Immokalee Workers help to make the lives of field workers better?

After completing the group work, each group will report out. The recorder will place the group's information on the large chart. Students will fill in their individual charts.

Homework:

Read the quote from Robert F. Kennedy, "Picking tomatoes and grapes at harvest time, going on relief the rest of the year, agricultural migrants were among the lowest paid, worst-housed, least-educated and least visible of all Americans." (vanden Heuvel, (1970), p. 101)

- Assign students to write an essay comparing how Cesar Chavez and the Coalition of Immokalee Workers organized migrant workers.

Extension:

- Students could create a series of posters supporting the migrant farm workers.
- Students could listen to the brief clip of Sen. Robert F. Kennedy's hearing on the boycott in Delano, Calif. After the viewing, the students could research what happened to those farm workers who were arrested and detained.

Resources:

- From PBS American Experience – Robert F. Kennedy People and Events Cesar Chavez
... He (Robert F. Kennedy) spent a day with Cesar Chavez. "By the end of the day, Kennedy had embraced Chavez and La Causa," writes biographer Arthur Schlesinger. RFK was so angered by what he saw, and so impressed with Chavez, that all doubts about getting involved with the farm workers were erased.
www.pbs.org/wgbh/amex/rfk/peopleevents/p_chavez.html
- The Economist.com
www.economist.com/world/na/displaystory.cfm?story_id=11637356

Additional Resources

- Cesar Chavez Foundation
www.cesarchavezfoundation.org/_cms.php?b_code=001011000000000
- Hispanic Heritage: Cesar Chavez
www.gale.cengage.com/free_resources/chh/bio/chavez_c.htm
- Cesar Chavez
A collection of resources around the Web that are dedicated to Chavez.
- Cesar Chavez Chronology
A timeline of Chavez' life and efforts.
- Cesar Chavez Day in California - Law SB 984
The text of the law creating Cesar Chavez Day in California.
- Lessons of Dr. Martin Luther King Jr.
Cesar Chavez pays tribute to the memory and work of Dr. King.
- United Farm Workers
Official page of the union, with news, white papers and many resources about the farm worker efforts.

Lesson Plan 4

Title: Bullied to Buy

Grade: 8

Time Requirement: 60 minutes

Objectives

- Students will understand how advertising companies persuade young people to buy their products.
- Students will understand that many of the products being sold to them are not in their best interest.
- Students will understand Robert F. Kennedy's commitment against the advertising of cigarettes aimed at young people and how he was ahead of his time in his fight against the tobacco industry.
- Students will understand how Robert F. Kennedy fought for what he believed was right, even though it was unpopular and hurt him politically.



Photo by Michael Mauney/Time Life Pictures/Getty Images

New York State Learning Standards

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

Social Studies Standard 4: Economics KI 2, PI 4

Social Studies Standard 5: Civics, Citizenship and Government KI 2, PI 5; KI 3, PI 3

English Language Arts Standard 1: Information and Understanding Grade 8 Reading, PI 2, 6, 12; Grade 8 Writing, PI 8; Grade 8 Listening, PI 3

English Language Arts Standard 3: Critical Analysis and Evaluation Grade 8 Reading, PI 1; Grade 8 Writing, PI 6; Grade 8 Speaking, PI 3

English Language Arts Standard 4: Social Interaction Grade 8 Reading, PI 1; Grade 8 Listening, PI 1; Grade 8 Speaking, PI 2

The Arts Standard 3: Responding to and Analyzing Works of Art Visual Arts KI 3, PI 4

Health, Physical Education and Family and Consumer Sciences Standard 3: Resource Management Health KI 1, PI 4

Materials:

- Pictures of advertisements, copies of documents for student activities

SOCIAL STUDIES CORE CURRICULUM

Grade 8: United States and New York state History

Unit 11, Section II B. Federal and state governments reevaluate their roles (p. 88)

SKILLS

Thinking skills – drawing inferences and making conclusions; evaluating

Research and writing skills – interpreting information; analyzing information; supporting a position

Interpersonal and group relation skills – identifying values and conflicts; participating in group planning and discussion; cooperating to accomplish goals; assuming responsibility for carrying out tasks

Graph and image analysis skills – decoding images (graphs, cartoons, paintings, photographs); drawing conclusions

CONCEPTS

Change

Choice

Citizenship

Government

Justice

Needs and wants

Power

Technology Requirement

Computer access, Internet access, LCD projector

Background

In the United States, a large percentage of advertising is geared toward children. Often these products being sold are not in the children's best interest. In the 1960s, Robert F. Kennedy was a pioneer in the attempt to ban cigarette advertising aimed at young people. In 1998, the Federal Trade Commission banned the use of cartoon characters in cigarette advertisements because of its appeal to young people.

Robert F. Kennedy stood up and spoke out for what he believed was right, even though it was unpopular and hurt him politically. Robert F. Kennedy's vision included motivating students to stand up for what they believed in, even though it may be unpopular.

Vocabulary

- advertising
- political
- unjust
- lobbying
- special-interest groups

Relevance to Current Issues

- Bullying remains a serious problem in today's schools. Often, when bullying takes place, children are afraid to speak out for fear of being unpopular or excluded.
- Children today are often lured to buy products by advertising companies that promise they will be considered "cool" or "popular." In turn, children should be aware of the dangers of advertising.

Student Activities

Anticipatory Set

Begin the class by asking the following questions:

- What is advertising?
- How do companies get people to buy their products?

Based upon student responses during the discussion, create a list of advertising logos or characters that companies use to appeal to a teenage audience.

Show pictures of advertisements geared toward young people. Some advertisements may include Tony the Tiger, Trix Rabbit or Cap'n Crunch. Teacher will lead a discussion on why cartoon characters are used in these advertisements. Then, the teacher will show pictures of Joe Camel (cigarette advertisements) and elicit responses on who the cigarette companies are attempting to reach with these advertisements.

- www.totalmedia.com/images/Tony_the_tiger.jpg
Tony the Tiger
- www.loshadka.org/wp/wp-content/uploads/2008/03/trix.jpg
Trix Rabbit
- <http://img.photobucket.com/albums/v631/PopsBucket/capn.jpg>
Cap'n Crunch

- Pictures of Joe Camel:

<http://images.encarta.msn.com/xrefmedia/sharemed/targets/images/pho/0007f/0007fae7.jpg>
<http://img.slate.com/media/37000/37828/JoeCamel-end-inline.JPG>

Communicate to students how advertising companies attempt to gain their business. Students will see different advertisements from Tony the Tiger, Trix Rabbit and Cap'n Crunch. Discuss with the students the common threads from these advertisements, i.e., use of cartoon characters and bright colors in appealing to young people. Students will see two advertisements for Camel cigarettes in which the cartoon character Joe Camel is used. Discuss with the students the similarities between these Joe Camel advertisements and the previous advertisements, i.e., cigarette companies use cartoons to appeal to young people. Refer to the background to discuss how Robert F. Kennedy attempted to take on the tobacco companies and stop their advertisements that were geared toward the youth of America.

Activity 1

Part 1: If there are six groups, each group is to read one document and answer the guided questions following the document. If there are three groups, each group is to read two documents and answer the guided questions following the documents.

Part 2: After the groups have completed Part 1, one representative from each group will give a brief report about the group's document(s) based on the answers to the guiding questions. Students are to take notes as the students report out.

(Document 4a Student Answer Paper) 

Resources

vanden Heuvel, W. and Gwartzman, M. (1970). *On His Own Robert F. Kennedy 1964–1968*. New York, NY: Doubleday & Company, p. 67-70.

Document 1

The issue of cigarette advertising was a typical example of his (Kennedy's) penchant (liking) for a good fight. As a man with a special interest in children and athletics, he was especially disturbed by the way young Americans were encouraged to begin smoking by commercial and social pressures. Under the influence of a constant flood of advertising, portraying smoking as an adult trait of strong and admirable people, half a million children were taking up smoking every year.

1. How did RFK view cigarette advertising?
2. Predict what actions RFK might have taken to remedy the situation.
3. Do cigarette companies have the right to advertise to minors?
Pick Yes or No and justify your position.

Document 2

Attempts to regulate cigarette advertising began in 1964. When the surgeon general of the United States concluded after extensive studies that cigarette smoking was "a health hazard (danger) of sufficient importance in the United States to warrant appropriate remedial (corrective) action," the Federal Trade Commission (FTC) moved to require all cigarette packs and all advertisements to carry the stern warning that cigarette smoking "could cause death from cancer and related diseases."

1. How is smoking a health hazard?
2. Describe the surgeon general's actions toward cigarette advertising.
3. Theorize why the surgeon general put hazard labels on cigarette cartons.

Document 3

The cigarette industry had been historically the largest purchaser of commercial advertising. Since cigarette companies spent \$250 million a year on radio and television advertising, the tobacco industry threw its considerable political weight behind a law forbidding any government agency from regulating cigarette advertising in any way. The cigarette companies adopted a watered-down version of the Federal Trade Commission's warning:

Caution: Cigarette smoking may be hazardous to your health

1. How is money related to political power?
2. Re-read the warning. Evaluate and judge if this warning is appropriate. Do you think this warning fully communicates the dangers of smoking? Justify your answer with reasons.

Document 4

Later studies by the surgeon general concluded that cigarette smoking was "the principal cause" of lung cancer, the cause of death for 43,000 Americans each year. A survey of 500,000 people by the American Cancer Society showed smoking two packs a day cut the average life span by eight years. The FTC had found the warning approved by Congress had proven ineffective in discouraging smoking.

1. What affect did smoking have on the average person's life span?
2. How did the cigarette warnings provided by Congress affect smoking?
3. Create a governmental warning against cigarettes that you believe would be successful in reducing smoking.

Document 5

In May 1967, Robert F. Kennedy proposed to ban all cigarette advertising on radio and television. He found little support. Three months later he wrote all the major tobacco companies, urging them voluntarily to stop advertising on sports programs and all other programs young people were likely to watch. The ban would have applied to all programs aired before 9 p.m. and would have forbidden depicting smoking in any way that made it attractive to young people.

1. Describe the age groups that watch TV and sports and listen to the radio.
2. Identify why Robert F. Kennedy wanted tobacco companies to stop advertising during sports programs and on TV and radio before 9 p.m. What age groups are more likely to be watching during these hours?
3. Explain how advertisers attempt to sell products to young people. What images do they use?

Document 6

The cigarette industry employs 100,000 workers in 21 states. Tobacco is a major crop in half a dozen states and is critical to the economies of Kentucky, North Carolina and Tennessee. Robert F. Kennedy was unable to get tobacco companies to stop their heavy advertising toward children. Robert F. Kennedy believed that unjust advantage was being taken of ordinary citizens by powerful interests. He felt an obligation to protect the public, which was being conditioned to smoke through the subtle techniques of motivational advertising. In fighting the tobacco companies Robert F. Kennedy knew he was making powerful enemies — and he was to pay the price. Running for president in 1968, Kennedy was unable to get a single major political figure to support him in either Kentucky or North Carolina.

1. Estimate the power of the cigarette companies in the 1960s. Why do you believe they had this level of power?
2. Why do you think Robert F. Kennedy was unable to get a single major political figure to support him in either Kentucky or North Carolina?
3. Robert F. Kennedy stood up for what he thought was right even though he made enemies along the way. Do you think this is an important trait that all politicians should have? Explain your answer.

Culminating Activity

Based on the notes from the reporting out, each student is to write a paragraph explaining Robert F. Kennedy's work on ending cigarette advertising toward children.

Extension

Students could write a journal entry answering the following:

- Have you ever seen something that you thought was wrong but you were too scared to stand up and speak out? Describe the injustice and how you would take action to change the situation.

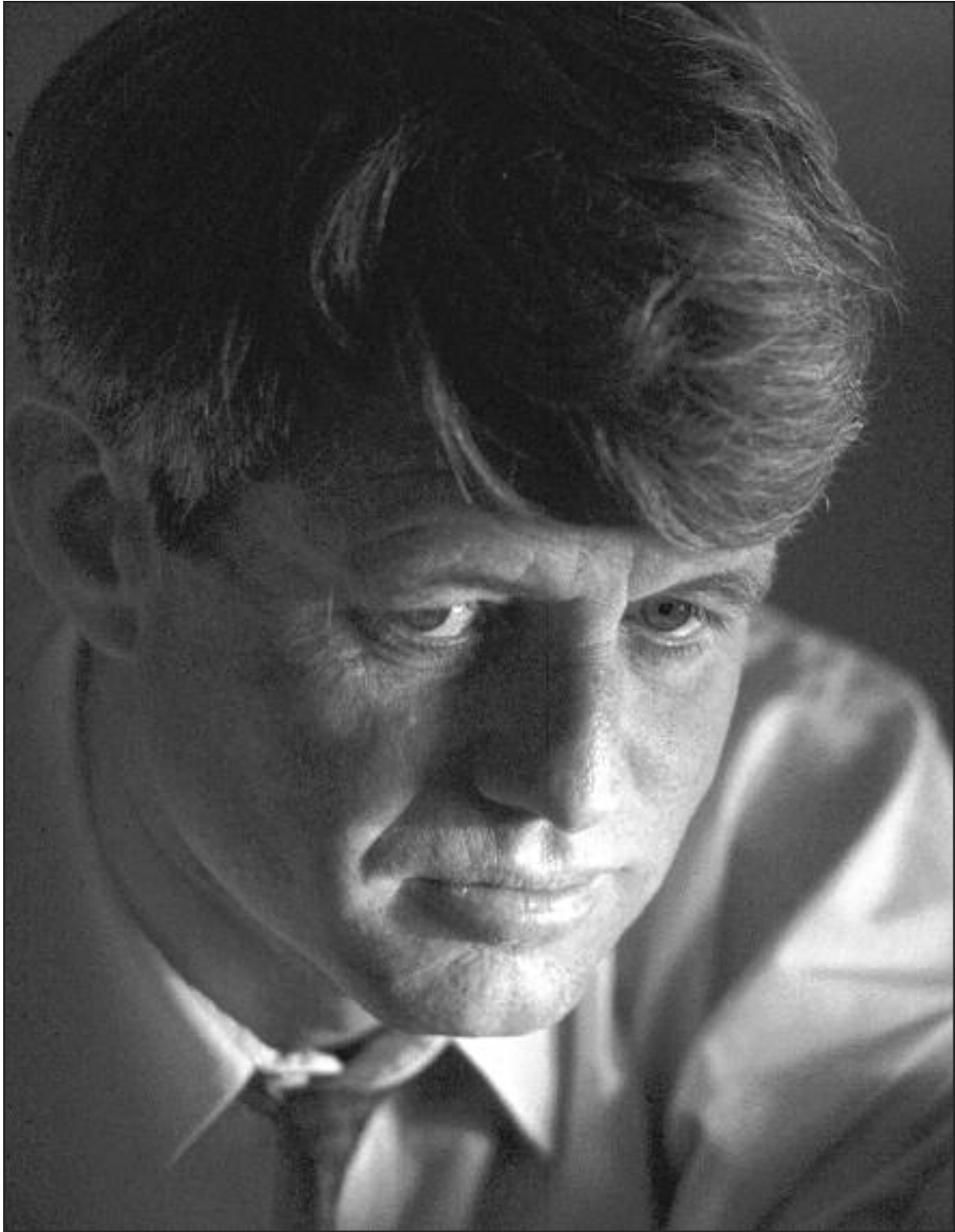


Photo by Bill Eppridge/Time Life Pictures/Getty Images

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

Lesson Plan 5



Title: A Community Working Together

Grade: 8

Time Requirement: 80 minutes

Objectives

- Students will be able to investigate the meaning behind a community.
- Students will be able to discuss and analyze the impact that Robert F. Kennedy had on the Bedford-Stuyvesant community.
- Students will be able to communicate Robert F. Kennedy's vision of a stronger community through individual involvement.
- Students will be able to take a greater interest and role in their communities.

New York State Learning Standards

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

Social Studies Standard 3: Geography KI 1, PI 4

Social Studies Standard 4: Economics KI 2, PI 1

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

English Language Arts Standard 1: Information and Understanding Grade 8 Reading, PI 12; Grade 8 Writing, PI 8; Grade 8 Speaking PI 2, 4

English Language Arts Standard 2: Literary Response and Expression Grade 8 Speaking, PI 1

English Language Arts Standard 4: Social Interaction Grade 8 Reading, PI 1

SOCIAL STUDIES CORE CURRICULUM

Grade 8: United States and New York state History

Unit 11, Section II D. Old and new problems must be addressed (p. 88)

SKILLS

Interpersonal and group relation skills – cooperating to accomplish goals

Thinking skills – drawing inferences and making conclusions; decision making

Research and writing skills – getting information; organizing information; analyzing information; synthesizing information; supporting a position

Materials:

- Chart paper
- Markers



Visit www.nysut.org/RFK
for additional resources

CONCEPTS

Change

Choice

Civic values

Citizenship

Human rights

Needs and wants

Places and regions

Technology Requirement

Laptop computers, if possible

Background

In 1966, New York Sen. Robert F. Kennedy went on a tour of Bedford-Stuyvesant, a neighborhood in Brooklyn. Around the time of his visit, the community had gone through a demographic shift, from 75 percent white in 1940 to 85 percent African-American and Latino in 1960. Properties were being abandoned and fewer local residents owned what was left. The quality of public services — garbage collection, health care, schools and others — had been reduced drastically. Sen. Kennedy saw evidence of all this on his tour and he was determined to act. He turned to the community itself, which — in spite of its troubles — had a rich network of community groups organized under the umbrella of the Central Brooklyn Coordinating Council. Kennedy resolved to use the neighborhood to test a new federally supported model for developing communities. In 1967, along with fellow New York Sen. Jacob Javits, Kennedy introduced legislation that offered financial support to the Bedford-Stuyvesant Restoration Corporation (BSRC), which became the nation's first community development corporation.

Vocabulary

- community
- successful
- dominate
- federal
- private
- restoration
- usurers

www.livingcities.org/2006%20Files/2006_cities_new_york_success_bed-sty.htm

“He sought to remedy the problems of poverty through legislation to encourage private industry to locate in poverty-stricken areas, thus creating jobs for the unemployed, and stressed the importance of work over welfare.”

www.rfkmemorial.org/lifevision/biography/

“He believed that the government should not breed dependency, but provide a safety net while emphasizing self-reliance. His public-private partnership in Bedford-Stuyvesant stands as a model for his goal of creating jobs to help the poor become working taxpayers.”

www.huffingtonpost.com/joseph-a-palermo/robert-f-kennedys-contest_b_105454.html?view=screen

Relevance to Current Issues

The Bedford-Stuyvesant Restoration Project is still in existence today. Congress acts to assist communities in their states to create job opportunities and cultural activities.

Student Activities

Anticipatory Set

Have a chart ready (overhead, smart board or flip chart) with the following columns: (students should be handed a copy of the chart from this link) (*Document 5a Community Chart*) 

- What we think a community is.
- How an individual can make a difference in the community.
- How Robert F. Kennedy helped a community change.

Engage the class in a discussion on what is a community.

Write the student responses in the first two columns. The third column will be filled in after the lesson has been completed.

Activity 1

In groups of four, students will view the Web site www.restorationplaza.org which is dedicated to the Bedford-Stuyvesant Restoration Project. After examining the Web site, the students will complete the following assignment. Download and print the chart for the students to fill in.

(*Document 5b Bedford-Stuyvesant Restoration Project Chart*) 

- Under each category, list the activities that the Bedford-Stuyvesant Restoration Project has initiated for that category.

On the back of the paper, answer this question:

- How have the resources that the Bedford-Stuyvesant Project given to the community helped residents improve their lives?

Activity 2

Read the two quotes and answer the guiding questions.

Robert F. Kennedy quote on poverty from www.bobby-kennedy.com/

“We must begin to bring the talents, skills and resources of the private enterprise system into the struggle to end poverty and deprivation in urban and rural America. Government must join in a partnership with industry, permitting private enterprise to help solve the problems of housing and unemployment in our deprived areas.”

Quote about Robert F. Kennedy's vision for financing black and Hispanic businesses.

“Long before others, he (Robert F. Kennedy) saw that small businesses, not Fortune 500 companies, were the major job creators. He insisted on involving banks and financial institutions when most low-income families viewed them as usurers, and he sought creative ways to rewrite federal tools. Robert F. Kennedy wanted to multiply minority-owned businesses. In 1966, New York City banks combined did not lend even \$1 million to black and Hispanic businesses. The senator was passionate about economic justice in inner cities and rural areas. He felt strongly that the promises and benefits of our economic system should be open to all Americans. Against the advice of the cautious, in Bedford-Stuyvesant, a poverty-stricken section of Brooklyn, N.Y., he joined hands with Republican Sen. Jacob Javits and launched a comprehensive revitalisation (sic) project.”

Kerry Kennedy and Sam Beard

<http://ipsnews.net/columns.asp?idnews=42740>

Robert F. Kennedy turned to the Ford Foundation for assistance in funding the Project. The Ford Foundation had turned attention to fighting urban decay. Robert F. Kennedy saw in the Bedford-Stuyvesant area the opportunity to bring private and public institutions together to improve an inner-city community. The success of the Bedford-Stuyvesant Project so impressed the Ford Foundation that it expanded its model to other cities in the United States. Download and print the case study on the Ford Foundation and Bedford-Stuyvesant Project

<http://www.pubpol.duke.edu/dfrp/cases/descriptive/bedford-stuyvesant.pdf>

- How did Robert F. Kennedy see government helping to solve the problem in deprived areas?
- Define usurer. Why do you think Robert F. Kennedy wanted banks and financial institutions to help finance the Bedford-Stuyvesant Restoration Project?

Culminating Activity

- Consider your community. If you were in charge of improving one part of your community, such as a park, homeless shelter, your school, or your athletic field, what would you do to carry out your mission? Who would you ask to help you? Where would you get the funding to complete the improvement?
- Create a plan that includes all the necessary people, equipment, funding and other items you believe would be needed to carry out the improvement.

Extension

Robert F. Kennedy believed that an individual had the power to change the world. Changing the world starts in one's own community. Below you will find a list of links of different organizations. Students can access these links and use the Web sites as a motivational tool to get them involved in their community.

- Volunteering Across America
www.volunteer.gov/gov/
- Boy Scouts
www.scouting.org/
- Girl Scouts
www.girlscouts.org/
- Salvation Army
www.salvationarmyusa.org/usn/www_usn_2.nsf
- The best way to change the world is to start in your own community. Volunteer locally!

Additional Resources

- Powledge, F. (June 12, 1965). Kennedy aids start of Harlem poverty project: Senator says, in littered lot soon to be park, that “giving hope” is heart of plan. *New York Times*.
- vanden Heuvel, W. and Gwartzman, M. (1970). *On His Own Robert F. Kennedy 1964 – 1968*. New York: Doubleday & Company, p. 67 – 70.
- Bedford-Stuyvesant Restoration Project
www.restorationplaza.org

(Document 5c Summary of Bedford-Stuyvesant Restoration Project) 



Photo by Francis Miller/Time Life Pictures/Getty Images

Sen. Robert F. Kennedy (R) with Walter Wetzel, president of the National Congress of American Indians, and unidentified woman.

*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.*

Acknowledgements

Kerry Kennedy, founder of the Robert F. Kennedy Center for Human Rights, and Richard Iannuzzi, president of New York State United Teachers, gratefully acknowledge the many individuals who were instrumental in bringing “Speak Up, Speak Out: Robert F. Kennedy, Champion of Social Justice” to fruition.

This project was created in collaboration with

New York State Governor David Paterson

State Education Department Commissioner Richard P. Mills

and underwritten in part by a generous contribution from

The Rockefeller Foundation.

The lesson plans were developed by the following educators from across New York state whose enthusiasm and expertise shaped the project from its inception:

Robert Aiello, United Federation of Teachers

Lisa Byheny, United Federation of Teachers

Stephanie Curraro, United Federation of Teachers

John Dannemiller, Canisteo-Greenwood Teachers Association

Elizabeth Day, Mechanicville Teachers Association

Katharine DeForge, Marcellus Faculty Association

Susan Halpern, Chenango Valley Teachers Association

Cliff Huen, Hamburg Teachers Association

Arthur Jacoby, United Federation of Teachers

Thea Krumme, United Federation of Teachers

JoAnn Larson, New York State Education Department

Larry Paska, New York State Education Department

Walter Robertson, Dunkirk Teachers Association

Deb Scherle, Carmel Teachers Association

Thank you to the following colleagues of Robert F. Kennedy who shared their perspectives and memories, now available to historians at www.nysut.org/rfk :

Ambassador William vanden Heuvel

Peter B. Edelman

John Seigenthaler

Many other individuals and organizations contributed time and expertise to this project

(If not otherwise delineated, affiliation is with New York State United Teachers): Peggy Barmore; Benchmark Printing; Jeffrey Buchanan, RFK Memorial; Julie Bull; Maureen Caccavale; Charmaine Calhoun; Joan Cassidy; Lynn Delaney, RFK Memorial; Cynthia DeMichele; Leslie Duncan Fottrell; Johanna Duncan-Poitier, New York State Education Department; Dana Fournier; Kathleen Frederick; Gracey Communications Group, Inc.; Ned Hoskin; Matt Jacobs; Harriet Juron; John F. Kennedy Presidential Library; Mark Kornblau, RFK Memorial; Joan Nauman; Maria Neira; El-Wise Noisette, Unique Photographic Studio; Erin Osborn, BetterLesson.org; Nan Richardson, Umbrage Editions; Paul Rukwid; Charles Santelli; Sylvia Saunders; Elizabeth Sheffer; Kara Smith; Jean Stevens, NYSED; John Strachan; John Strom; Therese Swota; Rebecca Tetreault; Larry Waite; Deborah Hormell Ward; Dean Waters; Louis Williams.



"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.

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

PHOTO CREDIT: STANLEY TRETICK