



## Can one person make a difference?: What choices should people make in the face of injustice?

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| <p><b>Time Frame:</b> 3-4 class periods</p>  | <p><b>Author:</b> Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation, <a href="mailto:mdaneels@illinoiscivics.org">mdaneels@illinoiscivics.org</a></p>   |
| <p><b>Proven Practices</b></p> <ul style="list-style-type: none"> <li>✓ <b>Instruction on government institutions</b></li> <li>✓ <b>Use of current &amp; controversial issues</b></li> <li>✓ <b>Simulations of democratic processes</b></li> <li>✓ <b>Service Learning (ideas provided)</b></li> </ul>   |   |
| <p><b><u>IL Social Studies Standards</u></b></p> <p>SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.</p> <p>SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.</p> <p>SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings</p> <p>SS.IS.9.9-12: Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.</p> <p>SS.CV.1.9-12: Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.</p> <p>SS.CV.4.9-12: Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.</p> <p>SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues</p> <p>SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.</p> <p>SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.</p> <p>SS.H.6.9-12: Analyze the concept and pursuit of the American Dream.</p> <p>SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality and justice.</p> <p>SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of</p> | <p><b><u>CCSS/ELA History/Social Studies Standards</u></b></p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.6</u><br/>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |



perspectives, including those of historically underrepresented groups. change.

**Essential Question: What choices should people make in the face of injustice?**

**Supporting Questions**

- What was the significance of the Little Rock 9 in the Civil Rights movement?
- What vocabulary describes the roles of individuals/groups in the face of injustice?
- What were some example actions of upstanders, bystanders, perpetrators and victims?
- What choices did the government, community, students and the media make concerning the Little Rock 9?
- What are examples of injustice people face today?

**Resources Required**

*In Elizabeth Eckford's Words* available from Facing History and Ourselves, online at <https://www.facinghistory.org/resource-library/audio/elizabeth-eckfords-words>

Counts, Will. *Elizabeth Eckford and Hazel Bryan* photograph. Indiana University Archives. Available from Facing History and Ourselves online at <https://www.facinghistory.org/resource-library/image/elizabeth-eckford-and-hazel-bryan?backlink=https://www.facinghistory.org/resource-library/audio/elizabeth-eckfords-words>

*Choices in Little Rock*. Facing History and Ourselves (Nov 2009). Available online at <https://www.facinghistory.org/resource-library/choices-little-rock>

Human Behavior Vocabulary from Facing History and Ourselves. Available online at <https://www.facinghistory.org/resource-library/decision-making-times-injustice/scene-middle-school-classroom>

*Little Rock at 60* by TIME magazine. Available at <http://time.com/4948704/little-rock-nine-anniversary/>

Socratic Seminar Guide by Candi Fikis, Regional Mentor, West Chicago Community High School, adapted by Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation. Available online at <https://tinyurl.com/SocSemGuideLRock>

Power Point by Mary Ellen Daneels available online at <https://tinyurl.com/SocSemLtRck>

*Zoom In* adapted from *Making Thinking Visible* (2011). Ron Ritchhart, Mark Church, Karin Morrison. Available online at [http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/12/VT\\_ZoomIn.pdf](http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/12/VT_ZoomIn.pdf)

**Recommended Procedures**

1. Use the "Zoom In" protocol to slowly reveal the *Elizabeth Eckford and Hazel Bryan* photograph. For ideas of how to reveal the photograph for student analysis, see the power point provided.
2. After full photograph is revealed, have students look deeply at the photograph and write down three things that they observe in the photograph.



3. Have students share in small groups what they observed in the photograph.
4. Have students from each group share what they learned from the observations of others. Is there something they did not notice that another pointed out to them? Did someone frame an observation differently?
5. Introduce students to the Human Behavior Vocabulary from Facing History and Ourselves. (see ppt)
6. Have students apply the human behavior vocabulary to infer what is happening in the image? Is there a victim/target? Why do they think so? A perpetrator? Other roles? Have students make at least two connections between the vocabulary and the photograph.
7. Independently, have students write down at least three questions that they still wonder.
8. Collect students' questions on a common document or quick wraparound share out.
9. Pass out the narrative, "I am Elizabeth Eckford." Explain to the students that Elizabeth is the name of the young lady in the white dress in the photograph. Have them read her account of what happened that day and annotate the reading with things that connect to their experiences, the language of human vocabulary and anything else of note.
10. Have students read along as they listen to Elizabeth tell her own story. As they listen, they should make additional notes that help them understand what happened that day.
11. Have a wraparound share in the room and have students share what they learned, the connections they made and other items of note.
12. Show video clip, Little Rock at 60 and have students respond to the question, "What is the significance of the Little Rock 9?"
13. Inform students that they are now going to analyze the various roles and choices people made in Little Rock.
14. Distribute readings from pages 66 -125 to students reflecting the choices leaders, community, students and the media made in Little Rock. Distribute one or two readings to each student, varying the readings throughout the room. Have students identify the human behavior illustrated in the story as well as a significant choice someone made to shape history.
15. After students have analyzed their individual reading, have them "jigsaw" or share their readings with others in the room to understand the various roles and choices that impacted Little Rock.
16. Introduce the Socratic Seminar activity to students with Socratic Seminar guide. To prepare to participate, students will complete preparation guide. This could be done as homework.
17. Conduct Socratic Seminar.
18. At end of deliberation, have students respond to essential question with a persuasive essay using evidence from readings, videos and Socratic Seminar, addressing claims and counterclaims. Teachers could use tools such as google classroom & blackboard.com to promote online deliberation.

#### **Possible Service Learning Extensions**

- o Students can take informed action on issues of injustice discussed in the Socratic Seminar. Students may research independently or in small groups root causes of current issues of injustice and advocate public policy solutions for change either through writing a letter to an elected official or submitting an editorial/political cartoon for publication in local media
- o Students can have an informed conversation or host a panel with local stakeholders to discuss issues of injustice and their possible resolution. Students could collect data through interviews and polling in local community about issues of concern and share research with participants.

**Differentiation**

- Readings from step 14 can be distributed to students according to reading abilities.
- Pair students to prepare for Socratic Seminar and use a fishbowl strategy to conduct seminar.
- The powerpoint provided can be used/modified to scaffold student understanding of the instructional prompts throughout the lesson.

**Possible Assessments**

- Socratic Seminar preparation guide
- Blog/online deliberation
- Socratic Seminar participation
- Persuasive Essay
- Letter to elected official with rubric
- Letter to the editor or political cartoon w/ explanation.

**Other Considerations**

If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.

- [Conducting a Civil Conversation in the Classroom by CRFC](#)
- [Contracting by Facing History and Ourselves](#)

For more information on how to run a Socratic Seminar, please see [Socratic Seminar by Facing History and Ourselves](#).