

High School Lesson Plans for the Film
Agents of Change

Developed by Maureen Carroll, Ph.D

High School Lesson Plans for the Film **Agents of Change**

Table of Contents

Contents	page
Introduction	3
Why It Mattered Then and Why It Matters Now	8
Activism & The Arts: Playing the Notes of Change	11
Daughters & Sons	14
The Power of Language	17
Brown v. Board of Education – Yesterday & Today	21
with Educational Scaffolded Learning Handout	26
Hopes & Dreams	29
The World Around Them – Civil Rights & Black Power	30
with Resource Handout	37
A Journey to Action	38
with Map Handout	42
That’s My Side of the Story	43
Back to the Future	47
About the Author	51

Agents of Change Teacher Guide

Introduction

The *Agents of Change* Teacher Guide is a resource to help you make the best use of the film in your classroom. It contains an overview of the film, lesson overviews, and further resources to extend your students' learning. Further information about the film may be found at the [Agents of Change](#) website.

About the Film

Agents of Change examines the untold story of the racial conditions on college campuses and in the country in the 1960s that led to student protests. The film's characters were caught at the crossroads of the civil rights, black power, and anti-Vietnam war movements at a pivotal time in America's history. Today, over 50 years later, many of the same demands are surfacing in campus protests across the country, revealing how much work remains to be done. Your high school can purchase a DVD from <https://www.newsreel.org> while your students can access the film for free using a public library card at <https://www.kanopy.com/>.

About the Lessons

The standards-based classroom lessons are designed to integrate *Agents of Change* into high school history and language arts curriculum. Each lesson contains the following components: title, purpose, content area, time, materials, steps, journal reflection prompts, and education standards. The education standards include [The McRel Compendium of Academic Standards](#), [The Common Core Standards](#), [The National Core Arts Standards](#), and [The Teaching Tolerance Social Justice Standards](#).

It is recommended that you view the entire film with your students prior to beginning the lessons. In some lessons you may revisit short clips of the film. Each lesson stands

alone and can be completed in an hour-long class period. However, you may choose to modify the lessons to implement them in additional class periods. Review the lesson overviews to help you decide which lesson or lessons best support your instructional goals.

Lesson Overviews

Why It Mattered Then and Why it Matters Now

The purpose of this lesson is to help students understand how the past affects our private lives and impacts society. After viewing *Agents of Change*, they explore the critical question of why having a black studies program was so essential to the students on the campuses of San Francisco State University, Cornell University and other universities across the country. Students create metaphors, craft a compare and contrast chart, and design posters highlighting their understanding of how the events in the film resonate in today's climate.

Activism & The Arts: Playing the Notes of Change

In this lesson students explore the role that the arts play in activism. They examine the diverse ways that music plays a role in changing the world. They learn about The Black Arts Movement, listen to music that embodied the messages of the 1960s protests, and create a playlist that reflects activism in the world today.

Daughters & Sons

One of the most poignant moments in *Agents of Change* is when Ramona Tascoe, a San Francisco State college student, had to make sure she was released from jail in time to get home to her parents, who were unaware of her participation in the strike. In this lesson, students explore the human elements in the film. They listen to a song about the tensions between parents and children and write and share postcards that represent the emotions that both parents and students might have felt during this turbulent time.

The Power of Language

Language is a tool that can be used to educate or to oppress. In this lesson students critically examine the ways that language is used in media. They make connections between how events were portrayed in protests in the 1960s and how protests are portrayed today. They increase their awareness of the power of language as they explore how messaging conveys diverse perspectives and analyze the ways language is used in social media.

Brown v. Board of Education: Yesterday & Today

Agents of Change is described as "...the higher education counterpart to Brown v. The Board of Education." In this lesson students participate in a Scaffolded Learning Activity. First, they are assigned to work in small groups to research different aspects surrounding Brown v. Board of Education. Second, they capture their learning in a three-part format that includes the *What* (where they describe specific events that occurred), the *So What* (where they describe the why it mattered) and the *Now What* (where they connect what happened in the past to today). The lesson concludes with a spoken word poem that situates Brown v. The Board of Education in a current day context.

Hopes & Dreams

One of the most compelling parts of *Agents of Change* is the individual stories that are told. In this lesson students listen to stories and reflect on the hopes and dreams of the students in the film and then examine their own hopes and dreams. They design an artifact that represents the merging of hopes and dreams, both past and present.

The World Around Them: Civil Rights & Black Power

In this lesson, students explore different aspects of the 1960s to gain historical context, deepening their understanding of the events portrayed in *Agents of*

Change. They conduct research on the Civil Rights Movement, Black Power, Little Rock, the Black Panthers, the Student Nonviolent Coordinating Committee, the Freedom Riders and the leaders of that era. They participate in a small-group jigsaw learning activity that concludes with teaching their classmates what each group learned from its research.

A Journey To Action

In this lesson students explore the political consequences of taking action. They will view a clip from *Agents of Change* focused on the events leading up to the takeover of Straight Hall by the Cornell students. As they construct journey maps, they will analyze the events that occurred, explore the impact of the choices that were made, and reflect on the decisions that were made. The lesson ends with the construction of a personal reflection on what it means to take action in today's world.

That's My Side of the Story

The purpose of this lesson is to help students understand the power of stories. Students will view a clip from *Agents of Change* from different perspectives, synthesize information, and create a dramatic reading that highlights how one's perspective influences how one understands events.

Back to the Future

One of the key ideas in *Agents of Change* was the importance of the students' goal to reimagine the university as a place that served to prepare young people to be full participants in the world. It is equally important to envision the future as we confront the challenges of the present. In this lesson, students synthesize the main message of the film, imagine what education will look like in 50 years, and create a display to convey their vision.

Further Resources

If you would like to delve more deeply into the topics explored in the film, this section contains a list of additional resources that may be helpful.

- PBS NewsHour What the 1960s Can Teach Us About Modern Day Protests
<https://tinyurl.com/y9gaxug5>
- PBS American Experience: Citizen King
<https://www.pbs.org/wgbh/americanexperience/films/mlk/>
- Brother Outsider: The Life of Bayard Rustin
<https://itvs.org/films/brother-outsider>
- PBS A Huey P. Newton Story
<https://www.pbs.org/hueypnewton/>
- PBS The 60s
<http://www.pbs.org/opb/thesixties/topics/revolution/index.html>
- Timeline: The 60s- The Years That Shaped a Generation
<https://www.pbslearningmedia.org/resource/a107dbca-acf5-451a-a74c-de875fe97bbd/the-years-that-shaped-a-generation-timeline-the-sixties/>
- Photographing the 60s
<https://www.npr.org/transcripts/17415150>
- Black in White America: Revisiting a 1960s Photo Essay
<https://www.npr.org/sections/pictureshow/2010/06/10/127739246/leonard-freed>
- Ohio State in the 60s
<https://radio.wosu.org/post/ohio-state-sixties-0#stream/0>
- Reflections on the Occupation of Willard Straight Hall, 50 Years Later
<https://as.cornell.edu/news/reflections-occupation-willard-straight-hall-50-years-later>
- Cornell Graduate Thomas Jones Talks 1969 Willard Straight Hall Takeover, Civil Rights Efforts
<https://tinyurl.com/y4oh4u9o>
- Activism at SFSU Percolated Throughout 1960s
<https://news.sfsu.edu/news-story/activism-sf-state-percolated-throughout-1960s>
- Remembering the Strike
https://magazine.sfsu.edu/archive/fall_08/strike

Title: Why It Mattered Then and Why it Matters Now

The purpose of this lesson is to help students make connections between the events in the film and events happening today.

Content Area: History/Language Arts-Writing/Visual Arts

Grade Level: 9-12

Time: 1 hour

Materials:

- *Agents of Change* film
- markers, pens, colored pencils
- poster board or construction paper

Steps:

Activity One

1. Share the quote below with the students.

“It wasn’t just civil discord, but a new sense of people seeking to be actors in their own lives — real agents of change.”

Divide the students into pairs and ask them to discuss the meaning of the quote.

Ask for volunteers to share the results of their paired discussion with the whole class.

2. Tell the students that metaphors and similes can be a powerful way to convey meaning.. Share with the class the examples below of a simile and a metaphor that might have described how students in the film felt about their quest to be “agents of change.”
 - It was like a slow burning flame of anger.
 - Making change was an uphill climb.
3. Tell the student pairs to create a metaphor or simile that describes how they imagine the students in the film felt about being “agents of change.” Encourage the students to sketch their metaphors or similes.
4. Have the student pairs share their metaphors/similes with the whole class.

Activity Two

1. Create a chart with the word “Activism Then” on one side and “Activism Now” on the other side. Have the class brainstorm a list of words that describe the students and their actions from the film on the “Activism Then” side of the chart and a list of words that describe students and their actions today on the “Activism Now” side of the chart.
2. Divide the class into groups of three students. Tell the students that each group is going to create a poster based on the phrases “Activism Then” and “Activism Now.” As there are multiple examples of student activism in today’s world, it is important to give students choices about what they choose to portray in their posters.
3. Give the students time to present their posters to their classmates.
4. Discuss the similarities and differences in each group’s work.

Journal Reflection:

Ask the students to respond in writing to the prompt below.

- What do you think it means to be an “agent of change” in today’s world?

Education Standards:

McRel Education Standards/History
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/Writing/Speaking & Listening

Grade 9-10

[CCSS.ELA-LITERACY.W.9-10.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.SL.9-10.1.C](#)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Grade 11-12

[CCSS.ELA-LITERACY.SL.11-12.1.C](#)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

National Core Arts Standards

<https://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards#creating>

High School

Creating

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Title: Activism & The Arts: Playing the Notes of Change

The purpose of this lesson is to help students explore the role that the arts play in activism.

Content Area: History/Language Arts-Speaking & Listening

Grade Level: 9-12

Time: 1 hour

Materials:

- music streaming application (Spotify, iTunes, Amazon Music, etc.)
- markers, pens, colored pencils

Steps:

Activity One

1. Share the paragraph below with the class to provide background information on the Black Arts Movement.

The Black Arts Movement was the name given to a group of politically motivated black poets, artists, dramatists, musicians, and writers who emerged in the wake of the Black Power Movement. The poet Imamu Amiri Baraka and Sonia Sanchez, a poet, playwright, activist and educator, were considered the architects of The Black Arts Movement, which began in 1965 and ended in 1975. There was also collaboration between the cultural nationalists of the Black Arts Movement and mainstream black musicians, particularly celebrated jazz musicians including John Coltrane, Thelonious Monk, Archie Shepp, and others. Cultural nationalists saw jazz as a distinctly black art form that was more politically appealing than soul, gospel, rhythm and blues, and other genres of black music.

2. Tell the students that they will be exploring activism and the arts during the 1960s and in today's world by focusing on music.
3. As a class, listen to the four songs below. As the students listen, encourage them to sketch or write down words that stand out to them. After each song, ask the students to identify the song's main message.

Song # 1: Message From a Black Man - The Temptations

Link to lyrics <https://tinyurl.com/y26ep2he>

Song # 2: A Change Is Gonna Come - Sam Cooke

Link to lyrics <https://tinyurl.com/y4bhqpcr>

Song #3: Young, Gifted and Black - Nina Simone

Link to lyrics <https://tinyurl.com/y4p9wbzd>

Song #4: Say It Loud - I'm Black And I'm Proud - James Brown

Link to lyrics <https://tinyurl.com/y45trblf>

(*Note: These songs are available at the link: [The Black Power Mixtape.](#))

4. Discuss the differences and similarities in the students' responses.
5. Share the following PBS NewsHour video made in 2016 that features a youth choir: <https://tinyurl.com/y3hnabb5>.
6. Ask the students to compare the message of this current song with the songs they listened to from the 1960s. Have them share examples of arts and activism in their communities.

Activity Two

1. Divide the class into groups of three students. Ask each group to create a playlist that reflects activism and protests in our country today and reflects how music can play a role in making change in the world.
2. Ask each group to share a song from its playlist with the entire class.
3. Discuss the differences and similarities in the student's song choices.

Journal Reflection:

Ask the students to read the quote below and respond to the prompt.

- The artist thinks, acts, performs music, and writes outside the framework that society has created...I use that word to suggest that the role of the artist is to transcend conventional wisdom, to transcend the word of the establishment, to transcend the orthodoxy, to go beyond. It is the job of the artist to transcend that—to think outside the boundaries.

Source: [Redefining the Movement: Art Activism](#)

What role do you think artists should play in creating change in the world?

Education Standards:

McRel Education Standards/History

Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts

Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/Speaking & Listening

Grade 9-10

[CCSS.ELA-LITERACY.SL.9-10.1.C](#)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Grade 11-12

[CCSS.ELA-LITERACY.SL.11-12.1.C](#)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Title: Daughters & Sons

The purpose of this lesson is to help students understand the stories of the students portrayed in the film and make connections between the students' experiences and their own lives.

Content Area: History/Language Arts/English-Writing/Speaking & Listening

Grade Level: 9-12

Time: 1 hour

Materials:

- music streaming application (Spotify, iTunes, Amazon Music, etc.)
- markers, pens, colored pencils
- postcards or sheets of 8x11 paper cut in half

Steps:

Activity One

1. Play Cat Stevens' song "Father & Son" for the class. Tell half of the class to listen to the song from the father's perspective and half of the class to listen to the song from the son's perspective.

(*Note: If you don't have access to the song, share the [lyrics](#).)

2. Ask the students to discuss the differences between how the father felt and how the son felt about their life experiences and challenges.

Activity Two

1. Ask each student to respond individually in writing to the following prompt:
 - How do you think the parents of the students portrayed in the film might have felt as they learned about the experiences their **children** were having on college campuses?
2. Give each student a postcard or half-sheet of paper. Tell the students to think about what it must have been like to be part of the 1960s student protests.
3. Ask half of the class to write a postcard to a student from a parent's perspective and the other half of the class to write a letter to a parent from a student's perspective. Tell the students to imagine how they think the

students and parents may have felt during that turbulent time in history as they compose their postcards.

4. Form pairs of “students” and “parents” and have them share their postcards.
5. Lead a whole class discussion using the following prompts:
 - What did it feel like to write from a parent’s perspective?
 - What did it feel like to write from a student’s perspective?
 - How did it feel to read your partner’s postcard?

Journal Reflection:

Ask the students to respond in writing to the prompt below.

- How do you think your family may have felt if you had participated in campus protests in the 1960s?

Education Standards:

McRel Education Standards/History
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/Writing/Speaking & Listening

Grade 9-10

[CCSS.ELA-LITERACY.SL.9-10.4](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11-12

[CCSS.ELA-LITERACY.SL.11-12.4](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-LITERACY.SL.11-12.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.11-12.1.D](#)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Title: The Power of Language

The purpose of this lesson is to help students become aware of the ways language is used to convey and shape messages in society.

Content Area: History/Language Arts-Writing/Visual Arts

Grade Level: 9-12

Time: 1 hour

Materials:

- *Agents of Change* film
- markers, pens
- blank paper

Activity One

1. As a class, brainstorm a list of words used to describe a seven-year-old child who has a hard time sitting still and focusing in class.
2. Start a second list by asking the students to generate a word that is the opposite of the first word. For example, if the word was “wild,” the second word might be “curious.”

Activity Two

1. Share the story of how the phrase “nasty woman” was used by 2016 presidential candidate Donald Trump to refer to opponent Hillary Clinton during the third presidential debate.
2. Tell the students that one way to convey meaning and shape a message is to reframe it. Share the following examples of how the “nasty woman” quote was reframed.
 - Nasty women vote.
 - Nasty women make history.
3. Share the story of how the phrase, “Nevertheless, she persisted,” became popular in 2017 after the United States Senate voted to silence Senator Elizabeth Warren’s objections to confirmation of Senator Jeff Sessions as U.S. Attorney General. Share the following example of how that quote was reframed.

- She was warned. She was given an explanation. Nevertheless, she persisted.
4. Share the following examples of language that was used in the film *Agents of Change* to describe the students.
 - Troublemakers
 - Bandits
 - Professional agitators
 - Radicals
 - Targeted as “having to go”
 - Dissidents
 5. Divide the class into groups of three students. Have the students do the following:
 - choose one of the descriptors
 - reframe the language into a quote
 - design a way to display it.

For example, you might share with the students that buttons were a popular way to express messages in the 1960s. Encourage the students’ creativity.

6. Provide time for each group to share its work with the class.

Activity Three

1. Divide the class into groups of four students. Ask them to identify a current day example of institutional racism and research how the issue is portrayed through language. For example, this may be communication via social media, television, radio, images, etc.

*(*Note: This activity can be assigned as homework or can be completed in an additional class period.)*

2. Provide time for each group to share its work with the class.
3. Discuss the similarities and differences in each group’s work.

Journal Reflection:

Ask the students to respond in writing to the prompt below.

- How might you become more aware of the different ways that language is used to convey messages in the media today?

Education Standards:

McRel Education Standards/History
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/Writing/Speaking & Listening

Grades 9-10

[CCSS.ELA-LITERACY.WHST.9-10.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11-12

[CCSS.ELA-LITERACY.RH.11-12.2](#)

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.

[CCSS.ELA-LITERACY.SL.11-12.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

National Core Arts Standards

<https://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards#creating>

High School

Creating

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Title: Brown v. Board of Education: Yesterday & Today

The purpose of this lesson is threefold: first, to help students make connections between the events occurring around the time of the film; second, to understand how those events impacted students' protests; and third, to help students make connections between the film and events happening today.

Content Area: History/Language Arts-Writing

Grade Level: 9-12

Time: two 1-hour class periods

Materials:

- *Agents of Change* film
- *Scaffolded Learning* handout
- "Brown v. Board of Education" spoken word poem
<https://www.youtube.com/watch?v=b9tayBad9qA&t=3s>

Steps:

Activity One

1. Divide the class into four groups and tell the students that they are going to conduct research on different aspects of Brown v. Board of Education using a variety of Internet resources.

Explain to the students that they will be using the *Scaffolded Learning* handout to capture and synthesize their research.

2. Review the components of the handout with the class before they begin their research. The "What" section is where they describe the specific events that occurred. The "So What" section is where they describe the why behind what occurred. The "Now What" section is where they connect what happened in the past to today.

(*Note: The *Scaffolded Learning* handout contains the resources for each group and they are also listed below.)

Group One

National Public Radio Roots of Racial Justice in South Carolina
<https://www.npr.org/templates/story/story.php?storyId=1899344>

Smithsonian Magazine
<https://www.smithsonianmag.com/smart-news/linda-brown-center-brown-v-board-education-has-died-180968608/>

Brown v. Board of Education National Historic Site
<https://poly.google.com/u/0/view/a9ZDaQ2tre1>

Google Images
<https://tinyurl.com/y558alyu>

Group Two

Courage: The Carolina Story That Changed America
<https://www.nps.gov/brvb/planyourvisit/courage.htm>

Google Images
<https://tinyurl.com/y558alyu>

PBS American Experience
<https://www.pbs.org/wgbh/americanexperience/features/emmett-brown-v-board-education/>

Brown v. Board of Education National Historic Site
<https://poly.google.com/u/0/view/a9ZDaQ2tre1>

Group Three

Brown v. Board of Education in PBS' The Supreme Court
<https://www.youtube.com/watch?v=TTGHLdr-iaK>

Supreme Court History: Expanding Civil Rights
https://www.thirteen.org/wnet/supremecourt/rights/landmark_brown.html

Google Images
<https://tinyurl.com/y558alyu>

Brown v. Board of Education National Historic Site
<https://poly.google.com/u/0/view/a9ZDaQ2tre1>

Group Four

Smithsonian National Museum of American History

<https://americanhistory.si.edu/brown/history/index.html>

The Year After Brown v. Board of Education

<https://www.npr.org/templates/story/story.php?storyId=4672358>

Brown v. Board of Education National Historic Site

<https://poly.google.com/u/0/view/a9ZDaQ2tre1>

Google Images

<https://tinyurl.com/y558alyu>

3. Ask the groups to post their *Scaffolded Learning* handouts and have the class participate in a Gallery Walk to view their classmates' work.
4. Discuss the differences and similarities in each group's work.

Activity Two

1. Share the following spoken word poem entitled "Brown v. Board of Education" with the class: <https://www.youtube.com/watch?v=b9tayBad9qA&t=3s>
2. Ask the students to discuss the following questions:
 - What did you think of the poem?
 - How did the poem connect Brown v. Board of Education to what is happening in education today?

Journal Reflection:

Ask the students to respond in writing to the prompt below.

- How can you have an impact on the inequalities that exist in education today?

Education Standards:

McRel Education Standards/History
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/Writing

Grade 9-10

[CCSS.ELA-LITERACY.WHST.9-10.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Grade 11-12

[CCSS.ELA-LITERACY.RH.11-12.7](#)

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.

[CCSS.ELA-LITERACY.RH.11-12.2](#)

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.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

SCAFFOLDED LEARNING HANDOUT

DIRECTIONS:

Use your assigned group's resources to learn about Brown v. Board of Education. Then fill out the final page in this handout.

Group One

National Public Radio Roots of Racial Justice in South Carolina
<https://www.npr.org/templates/story/story.php?storyId=1899344>

Smithsonian Magazine
<https://www.smithsonianmag.com/smart-news/linda-brown-center-brown-v-board-education-has-died-180968608/>

Brown v. Board of Education National Historic Site
<https://poly.google.com/u/0/view/a9ZDaQ2tre1>

Google Images
<https://tinyurl.com/y558alyu>

Group Two

Courage: The Carolina Story That Changed America
<https://www.nps.gov/brvb/planyourvisit/courage.htm>

Google Images
<https://tinyurl.com/y558alyu>

PBS American Experience
<https://www.pbs.org/wgbh/americanexperience/features/emmett-brown-v-board-education/>

Brown v. Board of Education National Historic Site
<https://poly.google.com/u/0/view/a9ZDaQ2tre1>

Group Three

Brown v. Board of Education in PBS' The Supreme Court

<https://www.youtube.com/watch?v=TTGHLdr-iaK>

Supreme Court History: Expanding Civil Rights

https://www.thirteen.org/wnet/supremecourt/rights/landmark_brown.html

Google Images

<https://tinyurl.com/y558alyu>

Brown v. Board of Education National Historic Site

<https://poly.google.com/u/0/view/a9ZDaQ2tre1>

Group Four

Smithsonian National Museum of American History

<https://americanhistory.si.edu/brown/history/index.html>

The Year After Brown v. Board of Education

<https://www.npr.org/templates/story/story.php?storyId=4672358>

Brown v. Board of Education National Historic Site

<https://poly.google.com/u/0/view/a9ZDaQ2tre1>

Google Images

<https://tinyurl.com/y558alyu>

THE WHAT

Describe what you learned about Brown v. Board of Education.

THE SO WHAT

Describe why Brown v. Board of Education mattered.

THE NOW WHAT

Connect the events of Brown v. Board of Education to today.

Title: Hopes & Dreams

The purpose of this lesson is to help students examine the connections between the hopes and dreams of the students' who are portrayed in Agents of Change and their own.

Content Area: Language Arts/English-Writing/Visual Arts

Grade Level: 9-12

Time: two 1-hour class periods

Materials:

- *Agents of Change* film
- blank paper
- pens, pencils, markers, scissors

Steps:

Activity One

1. Have each student respond to the prompt below.
 - Write a list of words or a paragraph that describes the hopes and dreams of the students portrayed in the film.

Ask for volunteers to share their responses with the entire class.

2. Ask the students to write a list of words or a paragraph that describe their hopes and dreams.
3. Divide the class into groups of four. Have the students cut out all the words on their two lists and share them with their group. Give the students time to view their classmates' hopes and dreams. Once they have done that, ask the group to collectively determine what themes emerge.
4. Ask each group to share the themes that were generated.
5. Lead a class discussion on the similarities and differences in the themes the students created.

Title: The World Around Them: Civil Rights & Black Power

The purpose of this lesson is to help students understand the events that occurred in the 1960s that impacted students' experiences on university campuses across America.

Content Area: History/Language Arts-Writing/Visual Arts

Grade Level: 9-12

Time: two 1-hour class periods

Materials:

- *Agents of Change* film
- *Civil Rights & Black Power Resource* handout
- markers, pens, paint
- butcher paper to create mural

Steps

1. Watch a clip of *Agents of Change* from 3:25-7:58. Tell the students that they will learn about the different events that were happening in the 1960s that had an impact on students' experiences on university campuses across America.
2. Tell the class that they are going to create a class mural based on their research that includes both sketches and text. Divide the class into groups of three students and tell them that each group is responsible for creating one panel of the mural. Give each group a copy of the *Civil Rights & Black Power Resource* handout.

(*Note: The Civil Rights & Black Power resources are also listed below).

3. Tell the groups to choose a topic that they would like to learn more about. Allow the groups to choose any area that interests them - the resources are complex and filled with information.
4. Share the following images of Black Lives Matter murals with the students for inspiration before they begin their research: <https://tinyurl.com/y42kljew>.

Resources to Explore

Little Rock Nine

<https://www.youtube.com/watch?v=ooodlEmUg2g>

The Woolworth Sit-In That Launched a Movement

<https://www.npr.org/templates/story/story.php?storyId=18615556>

American Experience Freedom Riders

<https://www.pbs.org/wgbh/americanexperience/features/freedomriders-parchman-prison/>

National Archives: The Student Nonviolent Coordinating Committee

<https://www.archives.gov/research/african-americans/black-power/sncc>

The Black Panther Party

<https://www.archives.gov/research/african-americans/black-power/black-panthers>

'A Proud Walk': 3 Voices On The March From Selma To Montgomery

<https://www.npr.org/sections/codeswitch/2015/03/20/394028357/diverse-voices-reflect-on-historic-march-from-selma-to-montgomery>

50 Years Ago Freedom Summer Began by Training for Battle

<https://www.npr.org/sections/codeswitch/2014/06/14/318917992/50-years-ago-freedom-summer-began-by-training-for-battle>

1963 March

<https://www.pbslearningmedia.org/collection/the-march/>

Martin Luther King

<https://www.pbslearningmedia.org/resource/americon-vid-martin-luther-king-jr/video/>

<https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety>

Stokely Carmichael

<https://www.npr.org/transcripts/287320160>

<https://www.pbs.org/wgbh/americanexperience/features/eyesontheprize-movement-s-tactics/>

Malcolm X

<https://www.pbs.org/wgbh/americanexperience/features/malcolmx-x/>

<https://www.pbs.org/wgbh/americanexperience/features/malcolmx-timeline-malcolm-xs-life/>

Mohammed Ali

<https://www.youtube.com/watch?v=K5cTgfILZxo>

<https://www.npr.org/2016/06/10/481523465/in-political-activism-ali-pulled-no-punches-and-paid-a-heavy-price>

5. Create the mural by combining the individual panels that each group designs.
6. When the mural is complete, share it with others in the school and/or community.

Journal Reflection:

Ask the students to respond in writing to the prompt below.

- What was the most surprising thing you learned in your research? Why?

Education Standards:

McRel Education Standards/History'
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/History/Social Studies

Grade 9-10

[CCSS.ELA-LITERACY.RH.9-10.4](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Grade 11-12

[CCSS.ELA-LITERACY.RH.11-12.2](#)

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.

National Core Arts Standards

<https://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards#creating>

High School

Creating

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Activity Two

1. Tell the class that each student is going to create a “Hopes & Dreams” artifact that conveys the connections between their hopes and dreams and the hopes and dreams of the students’ portrayed in *Agents of Change*.
2. Give the students options for how to create their artifacts. For example, they might choose to create a video, a sketch, a sculpture, a podcast, a graphic novella, a song, or any other creative way to capture their thoughts.
3. Give the students an opportunity to present their artifacts to their classmates and/or to the larger community. This can be done as a live or a digital presentation.
4. Provide opportunities for students to share their reactions to their classmates’ work.

Journal Reflection:

Ask the students to respond in writing to the prompt below.

- In *Agents of Change*, Ramona Tascoe talked about how her parents wanted her to assimilate as she began her student experience at San Francisco State University. Instead, she asked, “Why can’t we just be who we are? It was finally my turn to live my life like I wanted to.” How do you think this quotation applies to what is happening in the world today?

Education Standards:

McRel Education Standards/History
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards Language Arts/ Speaking and Listening

Grades 9-10

[CCSS.ELA-LITERACY.SL.9-10.4](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Grades 9-10

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grade 11-12

[CCSS.ELA-LITERACY.SL.11-12.1.C](#)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-LITERACY.SL.11-12.4](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-LITERACY.SL.11-12.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.11-12.1.D](#)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

National Core Arts Standards

<https://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards#creating>

High School

Creating

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

CIVIL RIGHTS & BLACK POWER RESOURCE

DIRECTIONS:

Explore the resources below by finding a topic that is of interest to your group. You will use what you learned in your research to create a panel for a class mural.

Little Rock Nine

<https://www.youtube.com/watch?v=oodolEmUg2g>

The Woolworth Sit-In That Launched a Movement

<https://www.npr.org/templates/story/story.php?storyId=18615556>

PBS American Experience Freedom Riders

<https://tinyurl.com/yy7zutvs>

National Archives: The Student Nonviolent Coordinating Committee

<https://www.archives.gov/research/african-americans/black-power/sncc>

The Black Panther Party

<https://www.archives.gov/research/african-americans/black-power/black-panthers>

'A Proud Walk': 3 Voices On The March From Selma To Montgomery

<https://tinyurl.com/y5dlyfts>

1963 March

<https://www.pbslearningmedia.org/collection/the-march/>

50 Years Ago Freedom Summer Began by Training for Battle

<https://tinyurl.com/yxeu78f6>

Martin Luther King

<https://tinyurl.com/t34wvya>

<https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety>

Stokely Carmichael

<https://www.npr.org/transcripts/287320160>

<https://tinyurl.com/y6nt7juu>

Malcolm X

<https://www.pbs.org/wgbh/americanexperience/features/malcolmx-x/>

<https://www.pbs.org/wgbh/americanexperience/features/malcolmx-timeline-malcolm-xs-life/>

Mohammed Ali

<https://www.youtube.com/watch?v=K5cTgfiLZxo>

<https://tinyurl.com/yacyqyc3>

Title: A Journey to Action

The purpose of this lesson is to help students explore the political consequences of taking action.

Content Area: History/Language Arts-Writing

Grade Level: 9-12

Time: 1 hour

Materials:

- *Agents of Change* film
- *Journey Map* handout

Steps:

Activity One

1. As a class, view the clip from *Agents of Change* between 15:24-19:47, which chronicles the student takeover of Straight Hall at Cornell University. Tell the students to take notes as they watch.
2. Introduce the concept of a journey map with the students. Tell them that a journey map is a way to chronicle not only what happened, but the underlying emotions that are evoked during an event.
3. Give each student a copy of the *Journey Map* handout. Tell them to review their notes and use that information to construct their journey maps.
4. Divide the class into groups of four students and ask them to compare their journey maps.
5. Lead a whole-class discussion using the following prompts:
 - Share an example of a decision that was made and its impact on how the protest unfolded.
 - What was the most surprising decision that was made during the takeover?
 - Do you think this event would have unfolded the same way if there were social media available? Why or why not?

Activity Two

1. Ask the students to respond to the quote below.
 - “The world changes according to the way people see it, and if you can alter, even by a millimeter, the way people look at reality, then you can change it.” - James Baldwin
2. Divide the class into groups of four. Tell the students that they are going to be given a specific goal, and their task is to find one example from *Agents of Change* and one current day example where that goal was exemplified.

Group One

To recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level

Group Two

To take responsibility for standing up to exclusion, prejudice and injustice

Group Three

To have the courage to speak up to people when their words, actions or views are biased and hurtful, and to communicate with respect even when we disagree

Group Four

To join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and be thoughtful and creative in our actions in order to achieve our goals

3. Provide time for the small groups to share their work with the entire class.

(*Note: The goals in Activity Two were from [Teaching Tolerance](#).)

Journal Reflection:

Ask the students to respond in writing to the prompt below.

- “I think the emphasis of the Black Power Movement is that if you don’t give us what we want there will be a political consequence.” How do you think this quotation applies to what is happening in the world today?

Education Standards:

McRel Education Standards/History
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/History/Social Studies

Grades 9-10

[CCSS.ELA-LITERACY.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Common Core Standards/Language Arts-Speaking & Listening

Grades 9-10

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core Standards/English Language Arts/History/Social Studies

Grades 11-12

[CCSS.ELA-LITERACY.RH.11-12.2](#)

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.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

JOURNEY MAP HANDOUT

INSTRUCTIONS:

Use your notes from viewing the clip from Agents of Change to construct a Journey Map. The Journey Map is a way to capture what happened and the emotions underlying the events.

Event	Event	Event	Event	Event
Emotion	Emotion	Emotion	Emotion	Emotion

Title: That's My Side of the Story

The purpose of this lesson is to help students understand how different perspectives are reflected in the media and how this can shape one's understanding of events.

Content Area: Language Arts/English

Grade Level: 9-12

Time: 1 hour

Materials:

- *Agents of Change* film
- markers, pens, colored pencils
- poster board or construction paper

Steps:

Activity One

1. Divide the class into pairs. Ask for one person in each pair to volunteer to be person A. Tell person A that he/she/they is going to tell a story, and that the story might be about something that happened recently, something that happened this morning, or something that is memorable that happened in the past year. Tell person B to listen closely to the story. Tell the students that the story must be at least 2-3 minutes long.
2. After the stories are told, tell person B to retell the story person A just shared, but that the retelling must be in first person. For example, if person A said, "I went to the beach and found a gold bracelet in the sand," person B says, "I went to the beach and found a gold bracelet in the sand." Ask person B to try and recall as many details as possible, and to use the same tone, gestures and level of enthusiasm as person A did while telling the story.
3. Ask the students to switch roles. Tell person B to tell a story; person A will then retell this story in first person. When the students are finished with their stories, lead a class debrief using the following questions:
 - What was it like to hear your story told by your partner?
 - What did you notice as you listened to your partner's story?
 - What was it like to tell your partner's story?

- What was it like to listen when you knew you were going to have to retell your partner's story?

Activity Two

1. Tell the students that they are going to watch a segment of the film that depicts when Cornell students took over Straight Hall. Divide the class into three groups. Tell the students that each group is going to be assigned one perspective and that their task is to take notes on what they perceive as happening from that perspective.
 - Group One: Black students' perspective
 - Group Two: White fraternity students' perspective
 - Group Three: Administrator's perspective
2. Show the segment of the film from 40:40- 50:18.
3. After the students have viewed the film clip, ask each group to review their notes and create a series of live Tweets depicting the events at Straight Hall from their assigned perspective.
4. Have the class enact a dramatic reading where each group reads their work aloud.
5. Lead a class discussion using the following prompts:
 - How did the recounting of events differ among the groups?
 - How did it feel to take on one perspective?
 - How did the language used in the tweets convey different perspectives?
 - How does the media affect how we understand events when people have different perspectives on what has occurred?
 - How do you think this event might have unfolded if social media had existed at that time?

Journal Reflection:

Ask the students to respond in writing to the prompt below.

- How do you think you might have responded to the takeover of Straight Hall if you had been a student at Cornell in the 1960s?

Education Standards:

McRel Education Standards/History
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general.

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/Writing/Speaking & Listening

Grade 9-10

[CCSS.ELA-LITERACY.SL.9-10.5](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[CCSS.ELA-LITERACY.SL.9-10.3](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-LITERACY.SL.9-10.4](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grade 11-12

Grades 11-12

[CCSS.ELA-LITERACY.SL.11-12.4](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-LITERACY.SL.11-12.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.11-12.1.D](#)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-LITERACY.SL.11-12.2](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Title: Back to the Future

The purpose of this lesson is to help students connect the goals of the university students represented in the film with the challenges and opportunities surrounding education today.

Content Area: History/Language Arts-Writing/Visual Arts

Grade Level: 9-12

Time: 1 hour

Materials:

- *Agents of Change* film
- markers, pens, colored pencils
- poster board, construction paper, scissors, tape
- Post-it notes

Steps:

Activity One

1. Tell the class that they are going to focus on three aspects of the educational experience: the past, the present, and the future.
2. Introduce the students to the concept of the “six-word story” that was inspired by Ernest Hemingway. Share his six-word story: “For sale, baby shoes, never worn.”
3. Share with the class the following examples from the [Smith Magazine's Six Word Memoir Project](#):
 - A smiling face. A broken heart.
 - Me. You. Children. Now just us.
 - You were poetry, hidden within binary.
4. Ask each student to craft a six word story that conveys the main message of *Agents of Change*.
5. Ask for volunteers to share their six word stories with the class.

6. Discuss the similarities and differences in the students' stories and how they reflect what the educational experience was like in universities in the 1960s.

Activity Two

1. Set up three boards or spaces in your classroom where students can place Post-it notes. Label the three areas with the following captions:
 - What I like or liked about my school experiences...
 - What I dislike or disliked about my school experiences...
 - The existing obstacles and problems in education today...
2. Give each student 15-20 Post-it notes. Have the students rotate to all three boards. Tell them to capture their ideas on Post-it notes and place them under each caption.
3. Give the students time to rotate to all three spaces to view their classmates' responses.
4. Lead a class discussion using the following prompts:
 - What surprised you as you read your classmates' thoughts?
 - What ideas were most interesting to you?

Activity Three

1. Divide the class into groups of four students. Tell the students that they are going to design a school of the future and that they will create a display to capture their vision.
2. Tell the students that they have the option to design their schools in whatever manner they choose, but that they must include the following components:
 - A school name
 - A school motto or mission statement
 - A location
 - An agenda of a typical day's activities
 - A list of staff
 - A sketch of the space

3. Give each group an opportunity to present its design to the class.
4. When the presentations are complete, ask for students' feedback on their classmates' school of the future designs.

Journal Reflection:

Ask the students to respond individually in a journal to the prompt below.

- What is the biggest educational challenge that you face today?

Education Standards:

McRel Education Standards/History
Level IV Grades 9-12

[Understands the historical perspective](#)

Understands how the past affects our private lives and society in general

McRel Education Standards Language Arts
Level IV Grades 9-12

[Uses viewing skills and strategies to understand and interpret visual media.](#)

Uses a range of strategies to interpret visual media) e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.

Common Core Standards/English Language Arts/Writing/Speaking & Listening

Grades 9-10

[CCSS.ELA-LITERACY.WHST.9-10.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11-12

[CCSS.ELA-LITERACY.W.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.SL.11-12.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

National Core Arts Standards

<https://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards#creating>

High School

Creating

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Teaching Tolerance Social Justice Standards

<https://tinyurl.com/yynr6wck>

Grades 9-12

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

About the Author

Maureen Carroll, Ph.D. is the Founder of Lime Design and a lecturer at Stanford's Hasso Plattner Institute of Design and co-produced The Zoom Room Podcast Series. She was also the director of REDlab, which conducts research on design thinking and learning and received a National Science Foundation grant. She was also a lecturer in Stanford University's Graduate School of Education, where she co-taught Educating Young STEM Thinkers – a course that integrated design thinking and STEM. Carroll led the design of STEM and design thinking curriculum units for middle school students in this project. Prior to Lime Design, Carroll was the co-founder of Bay Breeze Educational Resources, a curriculum design firm that integrated content area learning with media, the arts and popular culture. Bay Breeze clients included The Smithsonian Institution, National Geographic, PBS/Thirteen, National Public Radio/WBUR, PBS/KQED, PBS/Arizona Public Television, Maryland Public Television, PBS/WETA, ARTSEGE: The Kennedy Center for the Performing Arts, The San Francisco Ballet, MacNeil/Lehrer Productions, Listen Up, Girls, Inc., The Oakland East Bay Symphony and Guggenheim Productions. Carroll has a Ph.D. from the University of California at Berkeley in Education: Language, Literacy and Culture.