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Subjects: 8th Grade U.S. History, 6th-8th Grade Human Rights, and 2nd – 5th Grade Peace Classes

- **Monica Shah**
 - **Lesson: Street Photography**
 - **Lesson: Why Protest (Nonviolently)?**
 - **Ideas: “Make Art Not War”**
 - **Professional Development: Jenga – Stability and Structures of Peace in Schools**

Street Photography: Zooming in on Social Inequality

Audience: Middle or High School Students

Rationale: You live in a place and time where many social inequalities are still visibly present. The purpose of this activity is to demonstrate your awareness and perspective of social inequality through a form of art—photography.

Social inequality is the result of a society treating people differently on the basis of their age, sex, gender, race, ethnicity, sexual orientation, religion, education, occupation, class, language, country of origin, or other similar features. This leads to the unfair distribution of societal resources, prestige and power. Consequently, conflict often arises when inequality is present. The purpose of this assignment is to push students to use an everyday tech tool (cell phone) to critically examine and document social inequalities in their immediate community. Students will consider how these social inequalities affect their lives directly or indirectly.

This assignment could be provided to students at various points in a unit around social inequality.

Objectives: By the end of this assignment, students will be able to

- understand their ability to identify and document social injustices and inequalities in their immediate communities;
- analyze how inequalities in their community affect them directly and indirectly;

Standards: CCSS.ELA-LITERACY.W.6.-10.A

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Materials:

Computer/Projector/Internet

Video

PowerPoint slide

Cell Phone

Street Photography Assignment

Time: 30 minutes

Procedures:

5 min: Do Now: What is inequality? Provide 5 examples of inequality in society (past or present).

5 min: Allow students to share their responses, and briefly preview/explain that their upcoming assignment will ask them to document inequalities.

2 min: Show this video of a journalist documenting air pollution on his cell phone.

<http://pulitzercenter.org/reporting/air-pollution-clouds-beijing-skies> (The purpose of showing this video is to highlight how a tech tool as simple as a cell phone can be used to educate others about local, national and global issues of concern).

8 min: Think, write, turn and ask: Ask students to independently come up with 4 questions each to ask their partner about the video and their partner must try to answer it.

10 min: Hand out and review assignment (this assignment is intentionally left a little vague to promote students' creative writing).

Street Photography Assignment

- ❖ Take and submit **4 photos*** that display social inequality in _____.
- ❖ All photos must be connected to a single theme that is **meaningful to you**. Think about the examples of inequality that you came up with during the Do Now.
 - What issue do you care about most? What do you know a lot about or want to know more about? What do you observe often? What issues are prevalent in your community?
- ❖ Include short captions and the location of where the pictures were taken under each photo.
- ❖ Write a **3 paragraph essay** that describes and analyzes your photos.
 - 1 paragraph should focus on the issue that you are “zooming” in on
Questions to consider: What is the social inequality you are displaying through photography?
How prevalent is this issue in _____? In the US? In the world? Who does it affect?
Is it an ongoing issue or recent phenomenon?
 - 1 paragraph should describe and analyze the photos in the context of the social inequality.
Questions to consider: How do your photos capture this societal inequality?
Does the public openly discuss this issue or is it ignored?
 - 1 paragraph should explain your experience taking these photos.
Questions to consider: What was your experience of looking at your community through a lens?
Did you interact with your subject? How did you feel when you were taking these pictures?

Recommendations:

- ❖ Take more than 4 pictures so then you can sort through them and pick out the best ones. **DO NOT FILTER THE PHOTOS.** Raw, real footage can be extremely powerful.
- ❖ Be ethical, be safe and use common sense. *Please be mindful that if you are taking pictures of humans that you may need their permission. Use your best judgment!
- ❖ Be aware of your surroundings. If it is safe and appropriate, engage in a dialogue with your subject if they see you taking a picture of them so you do not make them feel uncomfortable. Talk to them—what is their story? What do they want the world to know about them? Do not make people pose for you—this is not studio photography.

The photos and accompanying essay should be e-mailed to _____ by _____.

Assessment: Students will be assessed using the following rubric (can be modified based on class)
 This will be an assessment grade for a total of **55 points**. You will receive credit as follows:

<p>Completion</p> <ul style="list-style-type: none"> ▪ Submitted on or before the due date ▪ Preparation and effort are apparent 	4 points
<p>Essay - Content</p> <ul style="list-style-type: none"> ▪ Reflective analysis of photography; ▪ Thorough understanding/curiosity of social inequality; ▪ Thoughtful connection between photos and social inequality; ▪ Answers many of the questions listed above ▪ Incorporates vocabulary discussed in class 	20 points
<p>Essay- Writing Written Expression (4); Writing Knowledge of Language and Conventions (3); Sentence Skills (4)</p> <ul style="list-style-type: none"> ▪ Aligned to PARCC Rubric 	11 points
<p>Photos</p> <ul style="list-style-type: none"> ▪ Must submit four <i>different</i> photos (cannot be one shot taken at different angles) ▪ Creative and clear photos (subject/image should be evident) 	20 points
Total:	55 points

Why Protest (Nonviolently?)

Audience: High School Students

Rationale: Social studies subjects often cover famous wars and tend to glorify military leaders. Once in a while, peace studies, peacemakers or peace advocates will be in the spotlight but usually superficially. In “Peace is Our Profession: Teaching Nonviolence in Schools,” Peter Schmidt explains that, “Our lack of imagination too frequently narrows the focus of our inquiry into nonviolence to the accomplishments of people such as Mahatma Gandhi and Martin Luther King, rather than the **tactics** which were employed in leading their respective struggles against British imperialism and American racial bigotry...To improve their abilities to think creatively about how to change the world, students must learn about nonviolence and the **strategies** used by pacifists in the pursuit of their causes.”[1]

[1] Schmidt, P. (1984) Peace is our profession: Teaching nonviolence in the schools. National Endowment for the Humanities, 1-23.

Objectives: By the end of this lesson, students will be able to:

- identify different types of power in society (past and present day) and discuss how power struggles can lead to forms of injustice and inequality in society.
- summarize a secondary source news article and primary source video in order to explain the role of individuals and institutions during the Civil Rights Movement.
- explain why people protest

Standard: CCSS - 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.

Compelling Question: Why do people protest?

Supporting Questions: 1) What is power? 2) What is the impact of using nonviolent tactics?

Materials:

Computer/Projector/Internet

PPT Slides w/ Do Now Prompt/Slides; Objective, 5 whys protocol.

Do Now – Photos on slides

<http://www.crmvet.org/images/imgcoll.htm>

<http://www.library.nashville.org/civilrights/photos.htm>

Right to Assembly Video: <http://www.youthforhumanrights.org/>

5 whys protocol – Flip Chart Paper

Power Chairs Activity – 5 chairs without armrests/attached desks

<http://dev.trainingforchange.org/tools/chair-power-three-types-power-0>

Primary Source Newsfilm (Civil Rights Digital Library):

<http://crdl.usg.edu/cgi/crdl?action=retrieve;rset=002;recno=1;format= video>

Fifty years after the Nashville Sit-Ins (needs to be edited by teacher based on school rules around language)

<http://www.nashvillescene.com/nashville/fifty-years-after-the-nashville-sit-ins-the-students-who-challenged-the-nations-conscience-revisit-downtown/Content?oid=1227017>

Summary of Nashville Movement (Overview – edited):

<http://www.aforcemorepowerful.org/films/afmp/stories/nashville.php>

A Force More Powerful Clip: <https://www.youtube.com/watch?v= CGInjfJvHg&list=PLqT6HXIC198K-4B0RqayspMk2OCxE1hii>

Time: 90 minutes

Procedures:

90 minute class period:

- 1) Do Now: 5 min
- 2) Objective: 2 min
- 3) 5-Whys Protocol: 6 min
- 4) Power Chairs Activity: 7 min
- 5) Debrief/Discussion: 10 min
- 6) Notes (Power-Over; Power-With-Others; Power-from-Within) – 3 min
- 7) Feb 27, 1960 Newsfilm clip – 1 min
- 8) Fifty years after article – Reading + Summary: 22 min
- 9) Summary of Nashville Movement – 6 min
- 10) A Force More Powerful Video Clip – 4:30 min
- 11) Power Presentations (Groups) – 20 min
- 12) Exit Ticket – 5 min

- Do Now:** Why do people protest? - This activity support visual learners. Students will see a series of photos of nonviolent protesters (some of which expose violence) from the past and present-day. They will then be shown a one-minute clip that promotes the right to assembly. After seeing these photos and video, students will brainstorm and provide an initial draft response of the compelling question: Why do people protest?

- After they have drafted their initial response, students will be in groups of 3-5 depending on class size where they will participate in the 5 Whys process where each student has the role of asking “Why” to every question. The first question is: **Why do people protest?** The student who answers first can share their Do Now response. *Example response:* “Because they are mad.” Then the Why question-asker asks the next person, “Why are people mad?” Then that second person answers that question by explaining “Because...” It keeps going until the question WHY has been asked 5 times. The group will record the final response on the flip chart paper. This activity is engaging and helps students get to the root of a deeper question. One group member

will read their group's poster out and they will be posted around the room. This activity supports linguistic learners.

- Students will participate in the Power Chairs activity. This is a silent activity that will support kinesthetic and intrapersonal learners. -Provide instructions for the Power Chairs exercise (adapted from Augusto Boal's Theatre of the Oppressed) There are five chairs lined up. Students can volunteer to rearrange the chairs in a way to illustrate "Power". Rules: 1) No Talking 2) Only one student can get up and rearrange the chairs at a time 3) You can only go again if others have taken a turn and no one else wants to go. After activity is over, students who rearranged the chairs and observers will get a chance to explain what they saw or why they rearranged the chairs in a certain way and how that represented power in their mind. Eventually, people will come to similar conclusions about power being one person in control and/or power being with groups/numbers. This will lead into the quick note-taking and direct instruction on the three different kinds of power used by George Lakey (adapted from Starhawk).
- Students will watch a primary source news clip of African American students holding a lunch counter sit-in and the policemen arresting demonstrators in Nashville, Tennessee, 1960 February 27. Fast forward fifty years – students will explore that event by reading a complex news article (edited slightly by the teacher due to language) that starts with a dialogue which is actually a re-enactment from the actual lunch-counter protestors who visited Nashville 50 years after their movement. Students will be tasked with summarizing the article that piece together the ideas, actors, places and events during the sit-in movement in Nashville. This will lead them to being able to explain not just the role of individual leaders but also identify specific nonviolent tactics and strategies used during the Civil Rights Movement and reflect on their original compelling question from the beginning of class.
- Students will get a short summary of the Nashville Movement that is taken from the website of the book & documentary – *A Force More Powerful*. Students will compare this summary with the one they wrote and then watch a clip of James Lawson from that film showing how protestors were trained in nonviolence. This summary and video will clarify any misunderstandings or confusion from previous sources.
- Student Presentations: Class will break into three groups and each group will get a flip chart paper with either "Power-over," "Power-With-Others" or "Power-Within" written at the top. Based off the readings and chair exercise/debrief, students will be asked to define their assigned "power" and then identify power struggles and describe these powers in the context of the stakeholders and situations in the Nashville sit-in movement. The group will have 6 minutes to prepare and each group will have 3 minutes to present (including questions from other groups).
- Exit Ticket: Students have to respond in writing to the original compelling question: "Why do people protest?" Students will expand upon their Do Now response.

Assessment:

Students will participate in formative assessments throughout the class and will be evaluated on their participation and performance on the following tasks:

- 1) Group (5 Why Process – Final Response)
- 2) Individual (Article Analysis)
- 3) Group (Power – definitions/presentations)
- 4) Individual (Exit Ticket)

Possible Homework Assignments:

Option 1: Students will be provided a handout of Albert Einstein Institution's "198 Methods of Nonviolent Action." <http://www.aeinstein.org/wp-content/uploads/2014/12/198-Methods.pdf>. Student must pick at least one method of nonviolent action and find a movement that used that tactic. The student will be assigned to write one paragraph explaining the movement and methods (who, what, where, why, when, how). Teacher will show students online resource to help them locate nonviolent movements: Global Nonviolent Action Database - <http://nvdatabase.swarthmore.edu/>

Option 2: Connecting the past and present (reading/writing exercise). This activity will support reading comprehension and writing strategies, while allowing students to make connections between present day police and race issues with the training involved in learning about a "difficult history."

“Make Art Not War”



(Poster in my classroom)

<https://images-na.ssl-images-amazon.com/images/I/51w2DXg2eDL.jpg>

Audience: Elementary & Middle School Students

Rationale: Art is amazing. It is beautiful, powerful and universal. I am not an art teacher and each and every one of my students will confirm this as they've all seen my stick figure drawings on the white board. However, I am a strong proponent in promoting and supporting students' use of art as a means to demonstrate their understanding of peace and nonviolence, and to promote a peaceful message. Below are examples of how my elementary peace students and 8th grade students used art and graphics to promote peace in their schools and communities.

Objectives: Students will be able to creatively demonstrate their understanding of peace and nonviolence through artwork.

Students will be able to participate in a social media campaign by creating artwork that supports and shows solidarity with local, national and international campaigns for peace.

Standards: CCSS.ELA.-Literacy.SL: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information or to enhance the development of main ideas or themes.

Materials: Posters, markers, colored paper, colored pencils, crayons, fabric squares, fabric markers

Time: Each activity could take 1 – 2 class periods. Students could be assigned to complete a draft at home if only 1 class period is available to work during class.

Peace Quilt

For the 2015 International Day of Peace, my elementary peace students started off the school year by designing fabric squares. They had the option to either draw what peace looks like or means to them, or promote a peaceful message.



Building Peace from A to Z

Towards the end of the year, I had my elementary students think about the lessons they had learned throughout the year and think about all the ways they could build peace at our school, write it as advice and in alphabetical order. Once they created their own list, students were able to draw out one or two of their messages to be posted in the hallway to remind their fellow classmates how they could build peace at Brightwood.

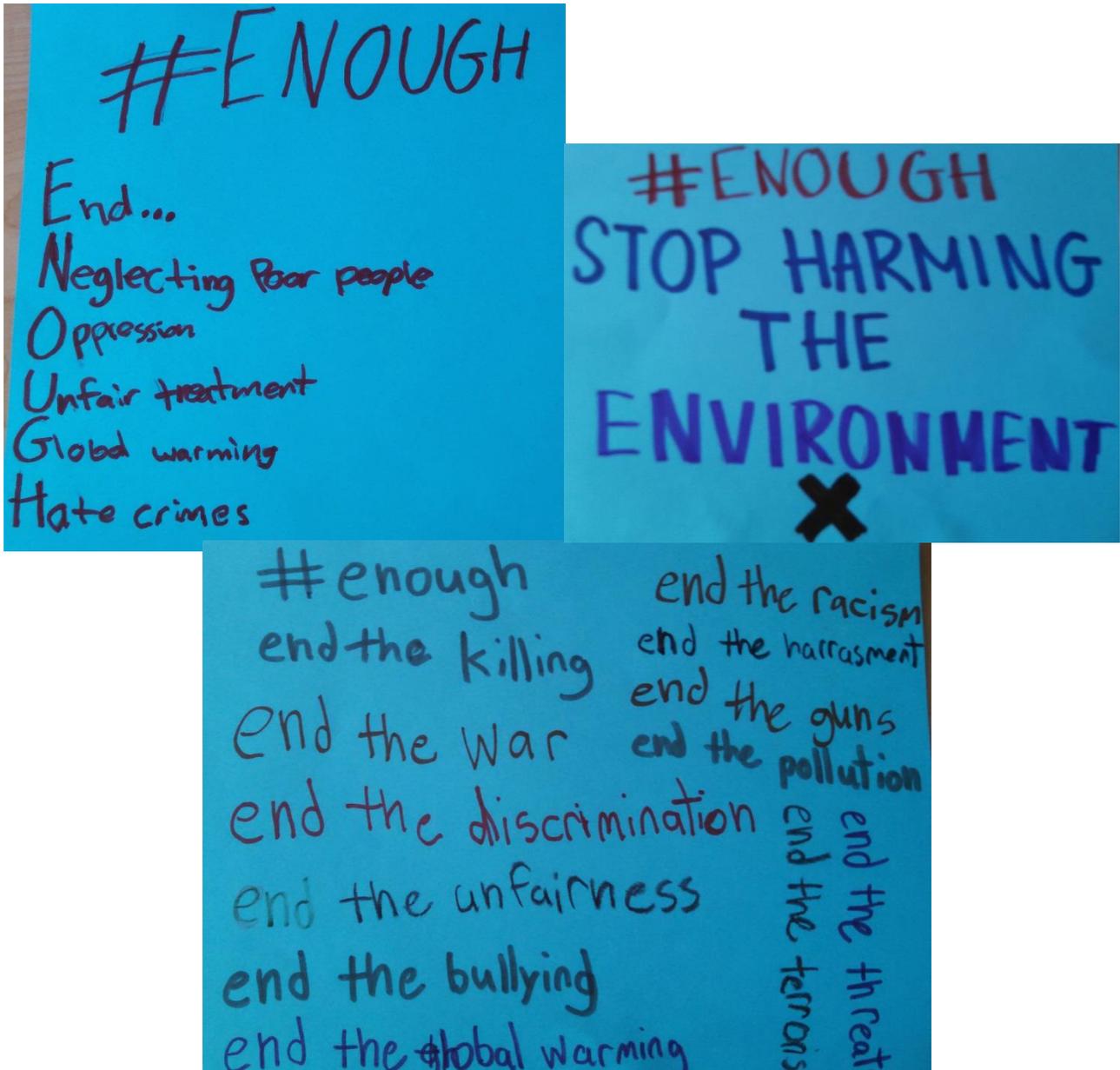
How to Build Peace at Brightwood from A to Z

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____
K. _____
L. _____
M. _____
N. _____
O. _____
P. _____
Q. _____
R. _____
S. _____
T. _____
U. _____
V. _____
W. _____
X. _____
Y. _____
Z. _____



#Enough

For the 2015 International Day of Peace, my 8th grade students showed solidarity with the Afghan Youth Peace Volunteers by supporting the launch of the #ENOUGH, a campaign to abolish war (<http://ourjourneytosmile.com/blog/enough/>). Students made their own #ENOUGH posters to voice their concerns about issues that mattered most to them.



Nonviolent Counter-Rally

After conducting in-depth research on nonviolent leaders during the Civil Rights Movement, my 8th grade students went to George Mason to participate in additional workshops around nonviolent action. They were tasked with creating a nonviolent counter-rally in response to Donald Trump’s anti-immigrant/”Building a wall” speeches. Students were broken up into teams, and it was important that one team was responsible for art/design of the campaign – to show that art can play a critical role in a nonviolent social movement, and can have an impact on the social media and outreach efforts, messaging and programming pieces of planning the campaign.



Jenga – Stability and Structures of Peace in Schools

Audience: Teachers

Rationale: *In his article, “Safety from the Inside Out: Rethinking Traditional Approaches”, Alfie Kohn writes that zero-tolerance policies and technical fixes, such as installing dozens of surveillance cameras and metal detectors as a way to make schools safer, have paradoxically resulted in schools becoming less safe. With metal detectors and cameras, students might be “safe” but only because certain mechanisms are in place to restrict perpetrators or physical weapons from this environment. What happens when these mechanisms aren’t in place? This test will help initiating the process of determining the presence of an underlying problem of violent conflict in our communities. It is our mission as peace teachers to begin to address the needs of students and create a culture of peace – where peace in this sense is something greater and more profound than just the absence of violence. In this exercise, teachers will have the opportunity to reflect on this topic by engaging in an abstract (visual-spatial), analogous activity.*

Objectives: By the end of this activity, teachers will be able to:

- Recognize the relationship between peace and violence and also define each concept as itself and not as the absence of the other.
- Create a vision and “recipe” for a safe and peaceful school.
- Critically examine the policies and/or programs implemented in their schools to address violence.
- Discuss the ways in which a school could create, support, and sustain a peaceful environment without the use of zero-tolerance policies and technical fixes.
- Identify root causes of violence in their schools.

Materials:

- Two sets of Jenga
- Red and Green Round Stickers
- Peace & Violence Graphic Organizer
- Tables/Chairs

Time: 1 Hour

Procedures:

8 min: Independent- Teachers will first individually brainstorm and take notes on their conception and definitions of peace and violence in the graphic organizer (both as they relate to one another and as a stand alone concept that does not comprise its definition by the absence of the other).

6 min: Small Group – Depending on the number of teachers present, participants will break up into small groups and share their ideas with one another.

15 min: Whole Group – Teachers add “ingredients” to a recipe for a safe and peaceful school. Facilitator adds participants’ comments and ideas to this recipe/vision and puts checks next to ideas that others agree upon.

7 min: (pre set-up time required): Two Groups – One group works with the premade Jenga structure on table 1. The second group plays with the Jenga structure on table 2. Some blocks are marked with red round stickers and the others are marked with green round stickers. Both groups must remove all the red pieces one by one while keeping the structure intact (this slight variation to original Jenga game as players will not add pieces to top of structure.)

Description of set-up: This activity involves two Jenga sets that each has pieces that are marked either red or green (with the round colored stickers). Table 1 has a Jenga structure where all of the bottom rows are green and the upper rows are red. Table 2 has a Jenga structure where the red and green pieces are mixed. Players are not yet told what each color signifies, and only that the red needs to be removed one at a time. The directions of the game vary slightly from the original version. After each red piece is removed, it should be put aside instead of placed on top of structure.

Essentially, the stability of the Jenga structure represents the stability of school safety & peace. The red pieces represent all of the defense mechanisms that many schools use to try and maintain a “safe” environment (i.e. surveillance cameras, metal detectors). And the green pieces represent the safety and peaceful environment of the students. In the first Jenga set where all of the bottom rows are green (student safety/peace) and all of the upper rows are red (school defense measures), the game is simple and straightforward because participants just take one piece off at a time without any worry about the structure breaking, but the result is that all of the green pieces (student safety/peace) remain stable the entire time. So this structure represents a peaceful school that has addressed other underlying issues that lead to violence, and thus will not break or be instable once/if technical defense mechanisms are removed from the environment. On the contrary, the second Jenga set has all of the pieces intermixed and it is difficult to keep the structure intact because “student safety/peace” is constantly at risk as each mechanism (i.e. surveillance, police, etc.) is taken away. The Jenga structure becomes progressively unstable until it finally topples over, thus showing that these defense mechanisms are not addressing the underlying violence and are just maintaining the perception of “peace” by monitoring, checking, restricting, and ridding violence temporarily and reactively instead of addressing it proactively or through preventative measures.

24 min: Whole Group – Post-Activity Discussion + Reflection – Teachers come back as a whole group and are asked to review their ingredients for a safe/peaceful school checklist and think about which one of those correspond to the green vs. red pieces. Facilitator will need to determine the direction of the conversation to decide whether to be facilitative or more directive in helping teachers come to the realization of the significance of the green and red pieces.

Discussion Questions:

- Why didn't anything happen to the green pieces from table 1's set-up?
- What threatened the stability of peace when the red pieces were removed from table 2's set-up?
 - What are some of those forces and stressors that threaten to topple your school's "peaceful" environment if those mechanisms were removed?
- What are examples of current or proposed defense mechanisms, policies and programs implemented in your school to address violence?
- What kind of violence is most prevalent in your school?
- What are some of the root causes of these violent acts and conflicts?
- What are some alternative policies and programs that could be created to support and sustain a peaceful environment without the use of zero-tolerance policies and technical fixes?
- Could this work in your school? Why? How?

Assessment:

Teachers will research different school programs that support alternative approaches to school discipline, safety and peace, and draft a memo to the school district or administration to highlight and promote the implementation of this program in their school.