

## Unit 4 – The Power of Civil Society

### Module 2: The Chicago Public School Boycott of 1963-64

#### Lesson 4: Analysis of Movement Strategies

### Introduction

After identifying 15 or more forms of action from the prior day, students will become more familiar with each through a fun game of Group Charades. Using a game to act out our strategies provides a opportunity to better envision, internalize, and retain the strategies. In addition to the game, students will also have a chance to prioritize 3 major events of injustice and look at the strategies of social justice used.

### Concepts

- Enduring Understandings - Individual citizens can and do access power and affect change through participation in civic society. Individual citizens and groups participating in movements and organizations continually shape and re-shape American society.
- Essential Questions - What are the conditions under which social movements emerge to address an injustice? How do citizens participate effectively in a democracy?

### Student Outcomes

- Skills - Determine and analyze strategies organizations use to address social justice issues. (RH12.2)
- Dispositions - Embrace that the process of change entails struggle. Believe that an individual citizen can influence power through participation.

### Objectives

- SWBAT identify and gain familiarity with 15 or more strategies for change implemented by community members over time
- SWBAT prioritize and summarize 3 issues, groups involved, strategies taken, and their own perspectives on these in relation to social justice change

### Time

50 minutes (4 of 5 in the module)

### Materials

- Charades materials (see table attached to cut out as “cards”)
- **Handout 3:** Strategies of Social Justice Action

### Procedure

- As an introductory exercise, ask each student a note card and ask them to write down five strategies of social justice action.
- Encourage students to **study** their list of strategies from Day 3 (*Handout 3*) to prepare for group charades. Explain that they WILL NOT be able to refer to their lists or readings during the game. Walk through the room visiting with students, ensuring they are studying, asking them task-based questions, and answering any questions they may have.
- Play **Group Charades** based on the 15 (or more) strategies.
  - **Instructions:**
    - Cut the cards up (15 plus 3 blanks for additional strategies) – see pg 3.

- Break into groups of 3 to 4 – making sure they sit in groups with space between each group.
  - Explain that there are two ways to earn points (example: 5 pts): 1) points are awarded for a correct answer to that team, and 2) points are awarded for the team that acts out the phrase and it is guessed correctly within 2 minutes.
  - Explain the rules:
    - The group acting out the phrase CANNOT SPEAK or SPELL OUT WORDS.
    - The guessing groups must put their brainstormed lists and readings away (nothing out).
    - The teacher is the judge – and can allow a correct answer if it is close enough.
    - There is no arguing with the judge (teacher) – doing so will lose that team some points.
  - Ask one group to start the game by coming up to act out the card they pick.
  - Call on the next group to come up to act out a phrase. Each group should go up.
  - If no team guesses the correct strategy in 2 minutes, place it back in mix and move on.
  - Play the game for 20 minutes or until every strategy is covered.
- Students should complete some or most of *Handout 3, Part 2* either individually or in pairs. Walk through the room visiting with students, ensuring they are on task, asking them task-based questions, and answering any questions they may have.
  - Ask a group who feels confident to list all the strategies they found. Others should be encouraged to complete the list as they listen. Discuss these and confirm students have not counted one strategy more than once – as it may be stated in a different form.

### **Closure**

Continue to encourage students to review and study the 15 to 20 strategies people have used to affect change. Ask them to either ask someone a few questions, conduct more research, or study the reading further in order to gain a better understanding of one or more of the strategies. Also encourage them to consider an issue of significance to them and think about a logical order of strategies that would be used in order to bring about more justice, equality, or fairness in regards to the issue they chose.

### **Extension**

By giving students a copy of the the Charades Cards (below), they can cut them out to place in order or number them in order of strategies as they may be used in a real world situation.

**Charades Cards** (cut into separate cards – a few are blank to fill in)

<b>Form a group and organize</b>	<b>Advocate for desired changes through public speeches</b>
<b>Lobbying the legislature to pass laws</b>	<b>Obtain positions of power to change from within</b>
<b>Peaceably assemble (protest, march)</b>	<b>Disobey or resist unjust laws (e.g., slavery, segregation)</b>
<b>Organize campaigns or elections</b>	<b>Raise consciousness and educate each other</b>
<b>Establish journals and newspapers</b>	<b>Take legal action (file a lawsuit, an injunction, seek a moratorium, etc.)</b>
<b>Seek press coverage in the mainstream press</b>	<b>Conduct civil disobedience leading to an arrest</b>
<b>Boycott</b>	
<b>Force way into official premises (sit-in / takeover)</b>	
<b>Raise independent funds for a cause</b>	