The Power of Peace

Library of Congress
Protest against child labor in a labor parade.
Photograph, 1909. George Grantham Bain Collection

Peaceful protest has been a cherished American right since the Boston Tea Party. With the ratification of the Bill of Rights, the very First Amendment reinforced the right of citizens to 'peaceably assemble'.

Americans embraced that right. Peaceful protests have been used throughout our history by men, women, and children.

Suffragists, child labor protesters, civil rights advocates, union supporters, and anti-war demonstrators have transformed our country by exercising the right to 'peaceably assemble'.

Overview

Objectives	Students will understand that… • Organizing and protesting peacefully can lead to change • Protests are emotional activities Students will know… • How to identify a cause • The power of peaceful demonstrations • How to organize a demonstration Students will be able to… • Organize and enact a peaceful protest • Articulately present views and opinions • Identify the impact of a protest/demonstration • Predict possible reactions to protests by non-protesters
Recommended Time Frame	3 to 5 class periods (based on 55 minute periods)
Grade Level	High School
Curriculum Fit	Protests, Civil Rights, U.S. History, Civics, Current Events

Materials	***Library of Congress resources:***
	Photo and Caption 'Protest against child labor in a labor parade' http://memory.loc.gov/ammem/awhhtml/awas12/d05.html
	The account of 'MARCHING FOR THE VOTE: REMBERING THE WOMAN SUFFRAGE PARADE OF 1913' http://memory.loc.gov/ammem/awhhtml/aw01e/aw01e.html
	Suffragists Protest Woodrow Wilson's Opposition to Woman Suffrage, October 1916 http://memory.loc.gov/cgi-bin/displayPhoto.pl?topImages=/service/mss/mnwp/276/276015r.jpg&topLinks=/service/mss/mnwp/276/276015v.jpg,/master/mss/mnwp/276/276015u.tif&displayProfile=1&type=xml&dir=ammem&itemLink=h?ammem/mnwp:@field(DOCID+@lit(mnwp000288))
	The Library of Congress exhibition 'VOICES of CIVIL RIGHTS' http://www.loc.gov/exhibits/civilrights/cr-exhibit.html
	Tinker v Des Moines http://www.myloc.gov/Exhibitions/creatingtheus/BillofRights/BillofRightsLegacy/ExhibitObjects/FreeSpeechCanNotExistinPrincipleOnly.aspx
	Other resources: Current Events websites ***http://tinyurl.com/m6s4mr*** http://en.wikipedia.org/wiki/Tea_Party_protests **Protest Buttons/Baubles** http://www.buttonsarecool.com/protest_index.htm
	Other materials: Computers with internet access, direction sheets, current local news/school information for public policy information; art supplies for protest artifact~ slogan/banner/bauble *such as poster board, markers, ribbon, trinkets related to protest* (see example attached pg.8)

Michigan Content Expectations

History:

USHG ERA 6 -The Development of an Industrial,
    Urban, and Global United States (1870-
    1930) 6.1,6.1.2,6.3,6.3.1,6.3.1,6.3.3,
USHG ERA 8 - Post-World War II United States (1945-
    1989) 8.3,8.3.1,8.3.2,8.3.3
USHG ERA 9 - America in a New Global Age
    9.3,9.3.1

Civics:

C1 - Conceptual Foundations of Civic and Political
  Life   1.1,1.1.1
C3 - Structure and Functions of Government in the
  United States of America   3.1,3.5,3.5.8,3.5.9
C6 - Citizenship in Action   6.2,6.2.3,6.2.6

See attachment pages 9&10 for complete content expectations

Procedures

Prior to beginning lesson post the following questions for students to answer in an online discussion format. Students need to post their own answers and respond to at least two other students' answers.
Can young people make a difference in today's politics?
Why or why not?
What issues move you to become involved?
How far would you go to stand up for what you believe?

Anticipatory Set/Hook/Activating Prior Knowledge
Display visuals of peaceful protests (e.g. MLK Jr. speech, Suffragists, Million Man March, see website list pg.)
Students will write 3-5 sentences to describe what they see occurring in the photos. Volunteers will share their sentences. Guide students to discuss the meaning and reason for protests.

1. Provide overview of lesson. Purpose, expectations, evaluation. Computer/internet protocol. Online Discussion Board' timeframe

2. Model navigating the Library of Congress website for students. Briefly show the sites that students will be viewing. Use the **Peaceful Protest Website Information Sheet** and provide examples of what students will be expected to complete.

3. Divide students into groups of 2 or 3. Allow time at the computers for groups to briefly review all of the websites (no more than 5 minutes per site).

4. Provide groups with **Peaceful Protest Website Information Sheet.** Using the Library of Congress websites, groups will complete the tasks on the information sheet. *Information will be written in the student's course notebook.*

5. Debrief as a whole the information gathered from the Library of Congress websites. Discuss the emotion involved in protests. Address the possibility of peaceful protests turning violent.

6. Challenge students to apply the historical information they read to current events they are aware of.

7. Show examples of current protests. Current Events websites http://tinyurl.com/m6s4mr, http://en.wikipedia.org/wiki/Tea_Party_protests

8. Brainstorm local issues that could be addressed via a 'peaceful demonstration'.

9. In their groups, students will construct a viable peaceful protest plan using the **Protest Plan Worksheet**. Plan will include:
   - the focus of the protest
   - who will be involved
   - what will be used
   - the expected impact of the protest
   - the possible outcomes ~ both positive and negative

10. Groups will create/assemble a protest artifact that could be used in an actual protest using the **Artifact Creation Sheet.**

11. If possible, students will actually participate in a peaceful protest. (teacher obtains pre-approval).

Primary Resources from the Library of Congress

Child labor
http://memory.loc.gov/ammem/awhhtml/awas12/d05.html

Library of Congress
Protest against child labor in a labor parade.
Photograph, 1909. George Grantham Bain Collection

Voices of civil rights
http://www.loc.gov/exhibits/civilrights/cr-exhibit.html

March Against the Birmingham Bombing, 1963
Congress of Racial Equality (CORE) conducts a march in Washington, D.C., in memory of Negro youngsters killed in the Birmingham bombings, September 22, 1963.
Photograph by Thomas J. O'Halloran.
Copyprint. U.S. News & World Report Magazine Collection,
Prints and Photographs Division (23

Women's suffrage

http://memory.loc.gov/cgi-bin/displayPhoto.pl?topImages=/service/mss/mnwp/276/276015r.jpg&topLinks=/service/mss/mnwp/276/276015v.jpg,/master/mss/mnwp/276/276015u.tif&displayProfile=1&type=xml&dir=ammem&itemLink=h?ammem/mnwp:@field(DOCID+@lit(mnwp000288))

http://memory.loc.gov/ammem/awhhtml/aw01e/aw01e.html
Woman's suffrage parade, Wash., D.C. Mar., 1913. G.V. Buck. Photograph, 1913 March. Prints and Photographs Division. LC-USZ61-1153.

Tinker v Des Moines
http://www.myloc.gov/Exhibitions/creatingtheus/BillofRights/BillofRightsLegacy/ExhibitObjects/FreeSpeechCanNotExistinPrincipleOnly.aspx

Peaceful Protest Website Information Sheet

While reviewing the websites look for the following information:

1. **WHO** is protesting? Men, women, children…

2. **WHEN** did the protest occur? Specific date, era, before/after major event…

3. **WHERE** did the protest occur? Actual location, city, state, region…

4. **WHAT/WHY** are they protesting? Cause, event, decision…

5. **HOW** are they protesting?   Picket, march, silent…

6. What is the **GOAL** of the protest? Change, avoid change…

They wore black armbands to school…
photo: google images/dailykos.com

Review the following *Library of Congress resources*. In your notebook answer the 6 review questions for each website.

1. Photo and Caption 'Protest against child labor in a labor parade'
   http://memory.loc.gov/ammem/awhhtml/awas12/d05.html

2. The account of 'MARCHING FOR THE VOTE: REMBERING THE WOMAN SUFFRAGE PARADE OF 1913' http://memory.loc.gov/ammem/awhhtml/aw01e/aw01e.html

3. Suffragists Protest Woodrow Wilson's Opposition to Woman's Suffrage, October 1916
   http://memory.loc.gov/cgi-bin/displayPhoto.pl?topImages=/service/mss/mnwp/276/276015r.jpg&topLinks=/service/mss/mnwp/276/276015v.jpg,/master/mss/mnwp/276/276015u.tif&displayProfile=1&type=xml&dir=ammem&itemLink=h?ammem/mnwp:@field(DOCID+@lit(mnwp000288))

4. The Library of Congress exhibition 'VOICES of CIVIL RIGHTS'   *(Choose one of the protest events that interests you)* http://www.loc.gov/exhibits/civilrights/cr-exhibit.html

5. Tinker v Des Moines
   http://www.myloc.gov/Exhibitions/creatingtheus/BillofRights/BillofRightsLegacy/ExhibitObjects/FreeSpeechCanNotExistinPrincipleOnly.aspx
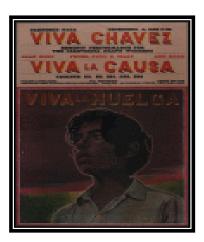
Members of the "Washington Freedom Riders Committee," 1961. Copyprint. New York World-Telegram and Sun Collection
Prints and Photographs Division.
Digital ID # cph 3c25958

Created by the American Indian Movement.
Poster. Gary Yanker Collection, Prints and PhotographsDivision (42)
Digital ID # cph 3f06380

Viva Chavez, viva la causa, viva la huelga / This poster was produced by Darien House; Painting by Paul Davis; Designed by [Richard] Hess and/or Antupit.

Kathy Bennett
Flint Southwestern Academy - Flint Community Schools
kbennett@flintschools.org

Protest Plan Worksheet

DIRECTIONS: Your group is to identify a current issue that you believe peaceful protest will have an impact on. Complete the information sheet and then create an artifact that could be used in your protest.

1. Describe the issue you have chosen:

2. Explain WHY you believe this issue is important:

3. What is the GOAL of your protest?

4. What are the possible outcomes of your protest, both positive and negative?

5. HOW will you structure your protest?

6. WHERE and WHEN could you conduct your protest?

Artifact Creation

DIRECTIONS:

- As a group determine the type of artifact that will be created to represent your protest issue. *(Check available materials)*
- Create a rough sketch of the artifact in your notebook
- Write a description of your artifact and why you chose it to symbolize your cause.
- Create your artifact!

Button

Sign

Armband

Jewelry

Michigan Content Expectations

US History Content Expectations

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Growth of an Industrial and Urban America

Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between1870 and 1930.

- 6.1.2 Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including Progressivism and Reform

Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following:

- 6.3.1 Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
- 6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas
- 6.3.3 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

USHG ERA 8 – POST-WORLD WAR 11 UNITED STATES (1945 -1989)

- 8.3 Civil Rights in the Post-WWII Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

- 8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- 8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
- 8.3.3 Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203).

USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

- Policy Debates
- Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.

CIVICS Content Expectations

C1 CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE
Nature of Civic Life, Politics, and Government
Explain the meaning of civic life, politics, and government through the investigation of such questions as:
What is civic life?
What are politics?
What is government?
What are the purposes of politics and government?

Identify roles citizens play in civic and private life, with emphasis on leadership.

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE
UNITED STATES OF AMERICA
- 3.1 Structure, Functions, and Enumerated Powers
- 3.5 Other Actors in the Policy Process
Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as:
What roles do political parties, interest groups, the media, and individuals play in the development of public policy?
- 3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
- 3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.
- 3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
- 3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.

C6 CITIZENSHIP IN ACTION
- 6.2 Participating in Civic Life
Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?
- 6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.
- 6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.