Lessons in Good Trouble: John Lewis & Social Justice Movements Worldwide

Educator submitted lesson plan written by Felisa Ford, Natasha Rachell, and Kenneth Shelton

Journey through time with Congressman John Lewis to meet leaders of social justice movements who were catalysts for Good Trouble and positive change.

Student Ages
8-10, 11-13, 14-18

Subjects
History, Service Learning & Social Good, Leadership

Skills
Character, Citizenship, Critical Thinking

Lesson Plan

This is the introductory lesson in a series about “Good Trouble,” based on the life and teachings of Civil Rights activist and U.S. Congressman John Lewis. In this lesson, students will learn about different social justice movements from around the world and through time.

Learning Objectives

- SIGNIFICANT CONTEXT: Students will develop an understanding of social justice movements across history.
- HEROIC CONTEXT: Students will research important person(s) across various social justice movements and their role within those movements.
- HISTORICAL AWARENESS: Students will develop a better understanding of important social justice movements, the leaders, and the purpose behind them.
- SOCIAL JUSTICE MOVEMENT: Students will develop a better understanding of how to make meaningful choices to influence positive change.

Essential Question

How have social justice movements around the world influenced positive changes in society or in a community?

Guiding Ideas and Questions

- Why have social justice movements occurred?
- What was/is the context in which these movements have occurred?
• What conditions were present that served as a catalyst for the movement?
• Who are the leaders of key social justice movements through history?
  o Women’s suffrage
  o Indian independence
  o Civil Rights Movement
  o Anti-Apartheid
  o Girls Education
  o Black Lives Matter

Teacher Preparation:

• Consider local or regionally relevant social justice movements to include in a discussion as it relates to topics explored in this lesson.
• Pre-teach social justice movements, activists, activism, protests

Differentiation:

• Identify ways to support students who speak more than one language, for example use the Immersive Reader built into the game
• Allow students to interact with fewer historical figures/historical movements
• Allow students to work with partners or in groups as they interact with the historical figures/movements and work through the student activities.
• Pre-assign students the historical figures/movements and student activities
• Allow students to use the extension activities to go deeper with the content

Teacher Resources

A short list, of external resources to begin research will include:

• Social Movement Resources - Smithsonian
• Black Lives Matter
• Apartheid Museum
• Kid’s Rights
• National Museum of African American History and Culture
• John Lewis Good Trouble feature length documentary film
• Memorable John Lewis Quotes related to Good Trouble
• Collins Dictionary

  Note: Encourage students to curate their own reliable sources of information as well. Applications to consider for content curation include Wakelet, OneNote, or Microsoft Word

Lesson Details:

Suggested lesson times are included. This lesson is designed to take place over the course of one or two class periods. Portions of the lesson could be assigned to be completed at home (i.e. watch video, complete research, student reflection). For a teacher that only has one class period to complete this lesson, it is suggested that students go straight to the Good Trouble Minecraft world and spend their time there.
Student Activities

Student Activities: (~30-60 minutes)

1. Introductory Questions
   - What do you think when you hear the word trouble?
   - What do you think it means to get into good trouble?

Teacher will begin the lesson sharing this short video of John Lewis sharing his story about getting in good trouble: https://aka.ms/GoodTroubleVideo

Students will participate in a class discussion about what it means to get into “Good Trouble”. Within that discussion students will also address how protests and social justice movements are an integral part of human rights. (i.e. In the United States the first amendment protects citizens "the right of the people peaceably to assemble, and to petition the Government for a redress of grievances"). **Students will also discuss how all social justice movements face opposition or counter protest from people with a different point of view.**

2. Minecraft Good Trouble World
   a. Have students enter the Good Trouble World to meet NPC Congressman John Lewis who will escort students through the Good Trouble World and introduce students to other activists (NPCs) who have gotten into good trouble around the world.
   b. Students will look for characters in the world with yellow name labels over their heads and right-click to read what they have to say. **Note**: there are some student activities in the world which pertain to future lessons.
   c. For this lesson, students will take notes (Book and Quill) as they learn about John Lewis and other social justice leaders, recording what the movements set out to achieve, the names of the leaders, where it took place, and examples of how the leaders were catalysts for Good Trouble from content in in Minecraft as well as links to articles and videos in the game.

3. Student Reflection
   Now that you have learned about John Lewis, Good Trouble, and Social Justice Movements, in your Book and Quill provide an example of how you have gotten into good trouble standing up for someone else. Be sure to take a selfie next to the NPC that resonates with you most and add your selfie to your Good Trouble Journal.

4. Sharing:
   Students will close the lesson by sharing their reflection either in person or through a Flipgrid video recording of their experience in the “Good Trouble” world.
   a. How can you be a good activist in your community?
   b. How can you get into good trouble?
   c. Have you ever gotten into good trouble where you stood up for someone else? If so, describe your experience.
Extension Activities:

- How have social justice movements affected individuals and society?
- What impact did various social justice movements have on other similar social justice movements?
- How have social movements excluded certain groups?
- Students curate a list of resources via Wakelet further exploring social justice movements, different activists, protests, etc.
- These curations can be a class collaboration to bring together more resources for further investigation.
- Students create a presentation (i.e. PowerPoint or Sway) for their peers that goes in depth on one activist, protest, or social justice movement.
- Students create a 2-minute screencast explaining a social justice movement and results of that movement including key leaders and events. Students post their screencasts in a Flipgrid to compare and contrast with their classmates.

Performance Expectations

At the end of this lesson:

- Students will understand the meaning of "Good Trouble" and how John Lewis and other leaders of social justice movements around the world have fomented social change through history.
- Students will understand how social justice movements around the world and through history connect to one another and have influenced each other.
- Students will understand how to display a sense of empathy and understanding for others as they explore the reasons for and causes of social justice movements.
- Students will understand how to remove bias in reporting by documenting the facts as they interact with the NPCs and external sources of information.

External References

A short list, of external resources to begin your research will include:

- Social Justice Movement Resources - Smithsonian
- Teaching Tolerance
- Apartheid Museum
- Kid’s Rights
- National Museum of African American History and Culture