

Kathy Bounds
Vancouver, Washington
Most Southern Place on Earth

Facebook Justice Network

Essential Question:

Why and how do individuals and groups fight for social justice?

In the era of texting, instant messaging, chat rooms, Facebook and MySpace, our students are “into” social networking. They know “their way around” and are adept at the information that can be attained or dispersed across the Internet. The lesson FACEBOOK JUSTICE NETWORK looks like it is an actual Internet FACEBOOK account, however, it is created using the free internet networking program, NING. A NING is just like Facebook, however, one must be invited to network. This offers to teacher more control and less liability than having students use a networking program that is open to the world.

The objective of this lesson is for students to take on the persona of a Civil Rights Leader, and in first person, create that leader’s own Facebook page. The content will include things they have learned in class through primary source research and connections to people, places and events of the time period. The process will take them all over the Internet, books, and research materials. It allows for artistic flair and/or creative simplicity. The assignment can take on a life of its own as students discuss their creations and interact “on-line” with other civil rights leaders’ Facebook.

Examples

- They can post events of the leaders life on their “wall.”
- They can comment on each other’s posts.
- They can include photo albums that would be important to that leader’s life.
- They can create a Music Tab to share the music that was important to that leader’s lives.
- They can “announce events” that may have been organized by that leaders lives’, that others “leaders” can indicate if they will attend or not.
- The product will be a fabricated Internet page that demonstrates incredible depth of knowledge, insight, and sense of time and place.
- Students first need to choose a “personality” relevant to the Civil Rights Movement for their FACEBOOK JUSTICE page. They need to understand that they will “become” that person throughout this assignment.
- Possible choices:
 - Martin Luther King, Jr.
 - Greensboro 4 students
 - President Kennedy
 - Vice President Johnson
 - Attorney General Robert Kennedy
 - Editors of the Atlanta Newspapers
 - Fannie Lou Hamer
 - Medgar Evans
 - And any others . . . your choice.

Process:

- Teacher needs to create a NING page. Log on to NING.COM, and follow the simple directions. This took me about 15 minutes to figure out.

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- The teacher will need to get all students e-mail addresses to “invite” them to the NING FACEBOOK JUSTICE network. You could have a student aid “invite” them to the network to save time.
- Students will receive an e-mail from NING, inviting them to join. They need to simply click “ACCEPT” and they are guided to the NING page.
- Following the prompts to create their profile: Their screen name will be the leader’s name. Also add, Age, Occupation, etc., students will start to research and build their page.
- Upload their profile picture.
- Although this seems like an easy task, students will need to make find out about music, literature, and art of the time. Their person may have known favorites, but if not found in their research, they will need to make close choices that adequately represent their personality.
- They will create a “blog.” It will represent the things they are doing within the Civil Rights Movement and the people that are involved with them. They will need to address events sequentially and make connections between the past and “present.” They also need to tie geographical references that are accurate to the time/events.
- Next, the students will decide who would be “friends” with their person. They will need to add them to their “friends” space.
- Throughout this assignment, they are encouraged to add/insert pictures, maps, or any thing else that is appropriate.
- Finally, a “chat” should be a part of their HISTORYSPACE page. The “chat” should happen between the friends and the Civil Rights personality.
- Through the FACEBOOK JUSTICE conversations, the student should contemplate, analyze and hypothesize about events, issues, places and people involved in this primary source document. They should discuss why and how do individuals and groups fight for social justice.

This can also be done in a Word Document, for those who may not want to use NING. The next few pages have a Word Template and an example of student work.

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historyspace

a place for history

Designed by:

	Quote: Gender: Age: Location:	Latest Blog Entry:
General: Music: Books: Heroes:	About Me:	
	Who I'd Like to Meet:	
Details Status: Hometown: Children: Education: Occupation:	Friend Space:	
Past Blogs:	Comments:	

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The Wall of Martin Luther King, Jr.



Quote: "I Have A Dream"

Gender: Male

Age: 39

Location: Atlanta, GA

Latest Blog Entry:

April 4, 1968: Today I am in Memphis, Tennessee. I have come here to lead a protest march in support of the city's striking garbage workers. Later tonight, I plan to meet Jesse and Ralph at the Lorraine Hotel. We will probably hang out on the balcony and chat for a while.

April 3, 1968: Do you believe it? I was on my way to Memphis when a bomb threat delayed my flight. When I finally arrived at the Mason Temple, I gave a speech I called "I've Been to the Mountaintop." I made reference to the bomb threat. It was a pretty good speech, if I say so myself. Here is part of it: And then I got to Memphis. And some began to say the threats... or talk about the threats that were out. What would happen to me from some of our sick white brothers?

Well, I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountaintop. [applause] And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've *seen* the promised land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the promised land! [applause] And so I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord!

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General:

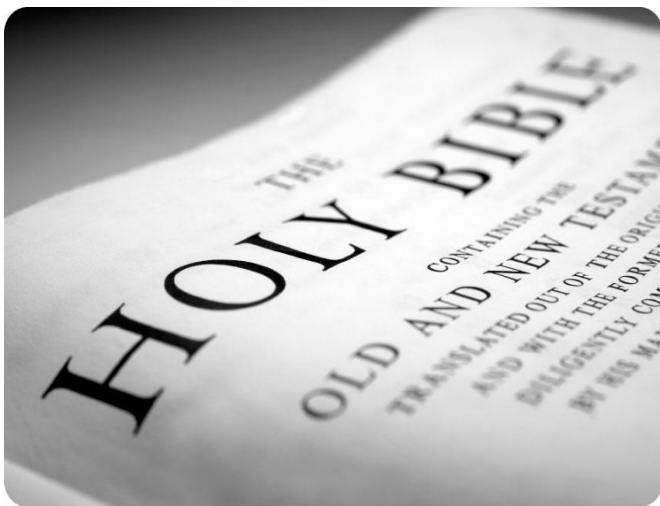
Music: Favorite songs – “Take My Hand – Precious Lord” and “Why Am I Treated So Bad” by the Staple Singers

Books: THE BIBLE

Heroes: Jesus Christ, Abraham Lincoln, Theodor Herzl, Mahatma Gandhi, Benjamin Mays, Rosa Parks, Bayard Rustin, Henry David Thoreau, Howard Thurman, Leo Tolstoy

Favorite Food: Pecan Pie

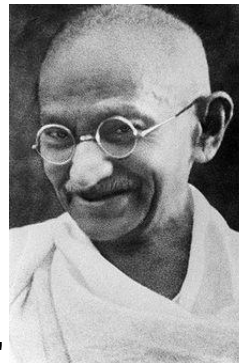
Favorite Drink: Iced Sweet Tea



About Me: You may have heard of me. I gave a little speech at the Lincoln Memorial in Washington, DC. The crowd was very impressive. I'll never forget that day in August of 1963! I am a believer that everyone should be on the same playing field. I will continue to work tirelessly to ensure that people of all colors, religions, and ethnic backgrounds will have equal employment and civic opportunities. Please join me in this cause.



Who I'd Like to Meet: "As I read [Gandhi's books], I became deeply fascinated by his campaigns of nonviolent resistance. As I delved deeper into the philosophy of Gandhi, my skepticism concerning the power of love gradually diminished, and I came to see for the first time its potency in the area of



social reform."

Details:

Status: Married to Coretta Scott King

Hometown: Atlanta, GA

Children: 4

Education: Morehouse College
Crozer Theological Seminary
Boston College

Friends Space:



Lyndon B. Johnson



Coretta Scott King

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Occupation: Pastor - Ebenezer Baptist Church



Jesse Jackson



Rosa Parks



Robert F. Kennedy

Past Blogs:

Washington, DC
August 28, 1963

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Comments:



Don't forget to bring the schedule for tomorrow and your Bible.



I will meet you on the balcony before dinner.



Jesse, where do you want to meet?

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I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!



Martin, while you are in Memphis see if you can get me a few votes 😊 Actually, I just finished giving a speech at NOTRE DAME and I'm headed back to Indianapolis. Let me know if there is anything I can do for you and the sanitation workers there in Memphis.



Bobby, we are continuing to preach non-violence as a strategy for the sanitation workers. I hope they can stay strong.



Thank you Mrs. Parks. You are my inspiration.



Reverend King, the sanitation workers in Memphis are so grateful you are going to be their voice. I know it worked for us in Montgomery. You will be in my prayers.

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Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"



Dearest, please tell the children that I will be home soon. I pray for a productive day tomorrow and then I will see you and the four youngsters. Miss you. xoxox



Honey, the children and I are anxious for you to come home. Be safe and remember that we love you. God Bless.

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	Criteria				Points
	1	2	3	4	
SOL and Essential Knowledge	Very little of the Essential Knowledge and Question was addressed	Some of the Essential Knowledge and Question addressed	Essential Knowledge and Question addressed and some connections made	Essential Knowledge and Question addressed and several connections made	—
Presentation	Presentation does not flow. Not all components are covered.	Presentation is somewhat muddled. Some components are minimally covered.	Presentation is smooth. Components are covered adequately.	Presentation is fluid. All components are covered in a clear and concise manner.	—
Creativity and Graphics	Student incorporates little color, fonts, borders, and graphics.	Student incorporates token color, fonts, borders, and graphics.	Student incorporates some colors, fonts, borders and graphics.	Student incorporates many colors, fonts, borders, and graphics	—
Blogs and Comments	Very short blog and comments with little connection to the SOL Essential Knowledge.	Blog and comments are minimal with some connection to the SOL Essential Knowledge.	Blog and comments are planned well and reflect some knowledge of links between people, places and events.	Blog and comments are well thought-out and reflect a deep knowledge of links between people, places and events.	—
Spelling and Grammar	Several spelling and/or grammar mistakes.	A few spelling and/or grammar mistakes.	One or two spelling and/or grammar mistakes.	No spelling or grammar mistakes.	—
				Total---->	—

Teacher Comments:

Washington State Essential and Academic Learning Requirement – 11th Grade

- Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.
- Evaluates how a public issue is related to constitutional rights and the common good.
- Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.
- Understands how and why state and tribal governments make, interpret, and carry out policies, rules, and laws.
- Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.
- Understands that civic participation involves being informed about public issues and voting in elections.
- Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.
- Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State.