



MUSEUM OF EARLY
TRADES & CRAFTS

Additional Program information for

The Quest for Justice & Equality:

Agents of Change in New Jersey

PROGRAM OVERVIEW

Best for 2nd to 5th grade

X At METC

X Outreach

✓ Live Virtual

X Digital Written Lesson Plan

X Digital Video Lesson Plan

Be inspired to change the world around you! This program examines social justice through the lens of the ways in which several New Jersey activists achieved change and the role ordinary individuals play in improving the world around them.

STANDARDS & PRACTICES

New Jersey Social Studies Learning Standards

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

Seeking Diverse Perspectives; Presenting Arguments & Explanations; Use critical thinking to make sense of problems and persevere in solving them

C3 Framework for Social Studies State Standards

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.



PROGRAM OBJECTIVES

Students will:

1. Understand what “activism” and “activists” mean both in the 21st century and historically.
2. Examine and discuss the methods and actions used by New Jersey activists to combat 19th and 20th century injustices.
3. Relate these historic activists to themselves, their lives and 21st century injustices.

SUGGESTED PRE-PROGRAM ACTIVITY

Role playing injustice

Have your students imagine the following scenario:

Their class is going to be putting on a play. The teacher announces that she will be letting the students run things, then picks out 3 students at random who will be in charge. These students order everyone else around, make everyone else stay very late after school every day working on it while leaving early themselves and refuse to take any input from anyone else. If any students complain to the teacher, she tells them that those 3 students are in charge and can do whatever they want. It also turns out that those 3 students will have the biggest parts.

How do they feel about this situation?

Would they just deal with it and get through the play or would they try to change the situation?

What would they do to try to change it?



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SUGGESTED POST-PROGRAM ACTIVITY

Making Change

Now that your students have learned about New Jersey activists through history, encourage them to try to make a change in their own community.

1. Have your students write down 3 to 5 things they feel are unfair, or unjust, in their family, their school or their community/town. These could be things that impact them personally, or things that are unfair toward another person or group of people.
2. Compare the lists. Is there overlap? Have students identified some similar injustices?
3. Start brainstorming, in small groups or as a class, ways the students could make a change
4. Have the students decide which issues to confront. They could work altogether as a class to change several issues or each student could tackle a problem on their own. Discuss the pros and cons of working together on a cause versus independently.

If you have any questions or require any additional information, please feel free to contact the METC Education Department at 973-377-2982, x12 or education@metc.org