

**How do people make change?  
Writing Bills for the New Mexico Legislature  
Grade 8 Humanities Curriculum**

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**OVERVIEW: My School and Students**

I teach 8th grade Humanities in a public middle school in Albuquerque, New Mexico. Humanities is taught as an integrated block covering Language Arts, Literature and Social Studies, As mandated by the state curriculum, the 8th grade Social Studies focuses on American History. My Humanities curriculum uses American History as the core contextual focus. This class is a regular education inclusion classroom, with B level special education students making up an average of 4% of the class.

Because the school in which I teach is part of the Coalition of Essential Schools, based on the Ted Sizer and Deborah Meier philosophies of education, I am able to focus my curriculum as I wish, following the motto "less is more." This approach allows my students to delve deep into several topics or themes in American History, for weeks or months at a time, rather than follow a chronological survey of American History. This approach allows me to write a curriculum that could be used over the course of several months, in a blocked schedule, integrating the use of language arts, literature, and social studies, as well as art, music, debate, and government.

The student body at this school is relatively diverse. I do not have the school-

wide statistics, but this year, ethnically, my students were 44% white/Anglo, 35%

Hispanic, 8% Native American, 71% African American, 5% Asian American. However, most of my students are of mixed race and often identify with two ethnic groups. Economically, the school draws from a diverse zone--from wealthy and upper middle class single family houses, to lower income apartments and shelters. 33% of the school receives free lunches. 37% of my students had access to a computer outside of school.

Other statistics include: this year 3% of my students lived in foster care, 45% were living with both biological parents, and the majority lived with a single parent/ joint custody or other relatives. 15% were suspended at some point in the year, 7% stopped coming to school at all and one student (2%) was admitted to the alternative middle school. 24% of the students transferred to my classes during the school year, and 19% transferred out before the school year was over. From my observations, I would say that this class mix was a typical representation of the school's regular education programs.

As a political activist who has been involved in movements for social change for over a decade, I am obliged to teach my students -- who are mostly people of color -- about the critical role that the solidarity of marginalized people has always played in shaping our current governing system. As a person who grew up feeling marginalized and invisible, I believe it is important that my students learn of the true diversity of American history. Not only do my students need to feel proud of their rich histories and the role people of color have played but they must understand their role in continuing to be active participants in shaping the future. I want my students to be proud of their ancestries and unique identities and be proud to be a part of shaping the future of a more fair society.

**Curriculum Overview: Background and Curriculum Context**

This unit/curriculum is part of a larger year-long curriculum which centers around the essential question: How do people make change? At the beginning of the year the question is put forth, and it is examined

throughout the year-long study of American History.

As the school year opens, students study the colonial times and look at incidents of discrimination--against Native Americans, Africans, Quakers, poor people and women. Specifically, they examine the cases of Mary Dyer and Anne Hutchinson, and then the Salem Witch Trials. Through these studies we establish a critical lens to look at how people and systems can be unfair, and make comparisons to today.

In the fall, we study the Patriots and the Sons and Daughters of Liberty, looking at how they worked to change laws they found unfair, and then later worked to change their system of government as a whole. While examining such a topic, essential questions include: What different strategies did they use to make change? What pushed them to want to make change? What were the difficulties and risks? How were they successful and how were they unsuccessful?

Following the chronology of American History, we continue to look at examples of unfair or oppressive systems and how people worked together to make change, emphasizing the latter. We look at slavery and the Underground Railroad, the abolitionists, and slave rebellions. We look at the Civil War and the Confederate movement. By the time we reach this specific curriculum unit, we have already examined westward expansion, the industrial revolution, immigration and some of the major social change movements of the 19<sup>th</sup> century and the early-mid 20<sup>th</sup> century.

In this background, as we study the American Revolution, post-Revolution and the Constitution, students will have learned the basic structure of the Federal government and the legislative process. Before starting this new unit we will review the democratic process on the national level and teach the parallel state processes.

This unit focuses on a more personal look at the essential question, "How do people make change?" It examines how students themselves can make change in their society. The unit begins by brainstorming with the students and exposing them to possible topics of interest or concern to them. Students select topics and small groups in which they will write hypothetical bills to be submitted to the NM State legislature. Students will research their topics, write the bill and other supplementary materials (photo essay, personal narrative, letters), and then present their bills to the class. Mini-lessons will focus on learning the structure of New Mexico state government, methods of making political changes, and specific skill development (outlining, note-taking, etc.). Literature will be connected to themes of change and social movements.

### **Main Objectives:**

1. Objective: Student empowerment

**Rationale:** I believe that the goal of education should be to help students become actors in history, rather than passive observers. This empowerment will, in turn, help lead to a positive transformation of society. As Brazilian educator Paulo Freire writes "While individual empowerment, the feeling of being changed, is not enough concerning the transformation of the whole society, it is absolutely necessary for the process of social transformation." (Freire, p. 109-110)

I believe that learning about and being a part of the political processes can be a means of empowerment. It has been my experience that many, if not most, of my students feel disconnected from the larger political system; they feel that their opinions and voices do not matter. Upon asking my students, I have found that the majority of them have parents who do not vote. This year, none of my students have been to a political protest.

I try to break that cycle by creating a classroom of respect and exploration, teaching about the powers and systems that oppress, control and influence us, exposing students to the history of movements for social and political change, and encouraging students to find and use their voices. Due in part to the ethnic

diversity of my students, we look at many different movements--Red Power, African-Americans, Chicano movement, women's rights, gay/lesbian rights, Asian Americans. I believe that it is essential for students to see themselves, their families, and their communities reflected in their studies. By studying the diversity of American history, having resources which reflect this diversity and discussing issues such as conflicts over class, race, religion and culture, students can find personal links to the larger notions of history, the American people and politics. By comparing and contrasting different ways different groups in American history have struggled to make change, students not only find a connection to themselves but can see connections between their history and the history and experiences of other groups.

## 2. Objective: Self Expression

**Rationale:** Students at this age are in a very egocentric stage of development. One of their major developmental tasks is identity formation, which includes a strong preoccupation with self and peers. Teachers can help students in this task by giving them opportunities to ask themselves key questions: Who am I? What do I believe? What will I stand up for? What is important to me? Providing the opportunities to express their developing ideas and identities is essential for this program.

Due in part to their socioeconomic conditions, family situations, or second language issues, many of my students feel that their voices are not heard. Much of my educational program --- through Socratic seminars, discussions, journal writing and conversations ---focuses on their thoughts, feelings, ideas and opinions. In these types of activities, students are not assessed or judged by grammar, spelling, punctuation, pronunciation, or reading ability. Instead, we are engaged, together as a group or mentor-student, in trying to understand each other's ideas. This time, with a focus on listening to each other without the pressure of academic achievement, builds respect, self-confidence as well as communication skills.

Furthermore, by understanding and using their developmental issues rather than battling them, a successful teaming experience will emerge. As writer and educator Nancy Atwell writes:

We won't get the best of our junior high students until we stop blaming adolescents for their adolescent behavior... confusion, bravado, restlessness, a preoccupation with peers, and the questioning of authority are not manifestations of poor attitude: they are the hallmarks of this particular time of life. By nature adolescents are volatile and social, and our teaching can take advantage of this, helping kids find meaningful ways to channel their energies and social needs instead of trying to legislate against them. (Atwell, p. 25)

By working with the students instead of against them, together we create a productive community classroom.

## 3. Objective: Critical Thinking

**Rationale:** At this stage in their cognitive development, 8<sup>th</sup> graders are entering the formal operations stage in which, as Piaget observed, adolescents are able to "think about their thoughts, to construct ideals and to reason realistically about the future" as well as "reason about contrary to fact propositions."(Elkind, p. 24) They are now beginning to be able to see two sides of an issue, and logically follow an argument to its completion. The activities in this curriculum encourage this emerging critical thought by including all of Bloom's levels of thinking: knowledge, comprehension, application, synthesis, and evaluation.

By framing the curriculum around an essential question, students are engaged in critical thinking. Discussions, writing, Socratic seminars and literature connections repeatedly return students back to the question: How do people make change? As they work on the "hands-on" activity of creating a bill and media campaign, they have new insights to bring to the discussion. The "real life" task makes the work meaningful, authentic and interesting; the framework of critical thinking makes it challenging, relevant and stimulating.

This curriculum requires student work in many different forms. Students must use a variety of skills and expressions using their multiple intelligences. This experience allows all students to shine in at least one area, and also work on developing a weaker area. It also allows students who, due to family situations or socioeconomic conditions, may not be able to do homework or have access to many supplies, the chance in school to engage in a variety of activities. It allows for success for all, at least in a few areas.

#### 4. Objective: Skill Building

**Rationale:** The curriculum also reflects opportunities for students to practice and learn specific skills necessary for their success in the academic world of high school and beyond. One criticism of progressive education, noted by many advocates for children of color, is that sometimes, in the open liberal classroom, the focus on skills is replaced by the focus on critical thinking and creative expression. I agree with educator Lisa Delpit when she writes about children who are not part of the "culture of power," that the schools need to provide students with "discourse patterns, interactional styles and spoken and written language codes that will allow them success in the larger society." (Delpit, p. 28-29) I have found that integrating specific skill development, i.e. vocabulary, outlining, grammar, into larger projects makes the tasks more interesting and meaningful. Both skill development and critical thinking and creative expression can co-exist in this curriculum.

#### 5. Objective: Content Knowledge:

**Rationale:** The state mandated curriculum for 8th grade social studies is American History, including an understanding of the American democratic legislative process.

Due in part to the make-up of my students and my own personal interests, I tend to focus on groups who have made positive social or political changes. By using a lens that is familiar to my students --- Chicano movement, immigrant's rights, Native American land struggles, immigrants rights etc.--students have easier access to the larger concepts of American democracy. In fact, mass mobilization has been a major force of change in American history, leading to our current rules of government, politics and social institutions.

From this experience, students should walk away with an understanding of the American democratic process on both the national and state levels. They should understand how laws are created and agreed upon. They should understand the legislative process and the process of writing a bill. They should be knowledgeable of their topic of research and the legal issues and cases surrounding it. They should have an understanding of the history of some of the social change movements in the United States of the 20th century.

#### 6. Objective: Building a respectful community of learners

**Rationale:** This curriculum requires that students work together in small groups. Small groups encourage the sharing of ideas, promote tolerance and cooperation, and allow students with different abilities and strengths to support one another. I have found that my B level and LEP students benefit tremendously from the sharing that occurs in small-group work. High level students are also challenged to express and explain their ideas, develop leadership skills, and have patience with others.

By working together in small groups, and then again with the class as a whole, students are learning social skills such as negotiation, tolerance, compromise and debate, in addition to fulfilling their social needs and desires. By reinforcing and examining these skills through discussion, the class grows more and more, beginning to function as a community and, eventually, a caring community, rather than just individuals thrown together. Not only does this experience teach skills, it can be a calming and supportive antidote to the often harsh world of adolescence, family life, and the school culture, as a whole.

This experience of working in small groups is also a training ground for political activism. Many political

movements and organizations rely on small groups as the core of the movement, i.e. the *foco* tradition of political organizing in Latin America. A small group of committed workers or activists can often be more effective than either an individual working alone, or a large and cumbersome group.

Schools are intended to be places of teaming, but often students have lost the desire to learn by the time they come to the 8<sup>th</sup> grade. I try to instill in my classroom, through meaningful teaming experiences, my own enthusiasm and activities geared to build trust and respect, a community atmosphere of sharing, cooperation, caring for the common welfare and a mutual interest in our 'work". If it is not meaningful to the students, I will often change or adapt the plans to keep our work interesting, authentic and meaningful,

In this curriculum, students are evaluated using rubrics. This tool of authentic assessment allows the students to understand the expectations from the beginning, encourages students to self-assess, reinforces internal assessment rather than external, and makes grading more fair and easier for the teacher.

## 7. Objective: Self-Discovery and Enjoyment

**Rationale:** After a few years of observation and looking at statistics I realized that, for a percentage of my students - sometimes as high as 25% percent, our 9th grade classrooms would be their last experiences of formal public education. Unfortunately, for many students the classroom is not a safe haven but a place of alienation and rejection. I realized that my curriculum needed to include space for my students' joy and personal fulfillment. We, my students and I, spend hours together each day---it only made sense that we should enjoy our time together! While maintaining the development of thinking skills and knowledge development, I also try to incorporate a sense of fun and self-discovery into the curriculum to keep it alive and worthwhile. I think that if the classroom is a place of mutual respect, the tasks are engaging and relevant to the students' lives, then nearly all students will find an entryway for themselves. As Caroline Pratt, founder of the City & Country School wrote: "We try not to waste the child, or his energies or his time... a child unhampered does not waste time. He is driven constantly by that little fire burning inside him, to do, to see, to learn." (Pratt, p.3)

**Curriculum Outline and Timeline:** This timeline is based on seeing my students for at least 2 classes (a block) a day. Integrated into the time are also mini-lessons on related skills and topics.

1. **Brainstorming** week one and two
2. **Exposure** week one and two
3. **Choosing group/topic** by beginning of week three
4. **Research** week three and four
5. **Writing the bill** week four and five
6. **Writing assignments** week four and five
7. **Photo essay** week four and five
8. **Oral presentations** week six

### Possible Extensions

9. **PowerPoint Presentations** one week
10. **Video campaign commercials** one week
11. **Presenting to legislature** can vary
12. **Publishing in newsletter** two weeks

## LESSON PLANS

## **Brainstorming**

Students will need time and activities to help them brainstorm different topics which they may care about and want to research for their bill. Some possible issues may be connected to race, age, sex, class, religion, access, family, violence, weapons, drugs, sexuality, sports. Possible topics of local interest include: Indian gaming, schools uniforms, vouchers, skateboarding parks, land grants, Indian sovereignty and bilingual educations. These lessons should be interwoven with the exposure lessons.

### Examples of Brainstorming Lessons:

1. Drawing a class web and discussion or journal writing: What do they think is unfair in their lives? Unfair in their communities? What would they like to see changed? What would their ideal world look like? What discrimination exists? What would they like to see changed?
2. Writing "If I Took Over the World": Play Jamie Anderson's humorous song "If Cats Took Over the World." Assignment: to write a 2 page creative story about what they would do if they took over the world. This writing may spark some creative bill ideas.
3. Beliefs Game: The four corners of the room are labeled: strongly agree, agree, disagree and strongly disagree. The teacher makes opinion statements such as: "hunting is always murder", "teenagers should be able to get tattoos without parental permission", "racism no longer exists" and students go to the part of the room that reflects their opinion. This game gives students a chance to formulate opinions, become aware of their feelings and beliefs and may spark ideas for bills.

## **Exposure**

Exposure to 20th century struggles for social/ political change will help give them examples of issues and concerns of the past and present. By this point, they will have already looked closely at some of the movements in American History, but this is an opportunity for students to look at more current issues in order to whet their appetite, get them riled up, and get their minds thinking of ideas for their bills.

### Sample Exposure Lessons:

1. Videos about social/ political change: Pick out one or two based on student interest and availability of video/equipment. It can be followed by a question sheet or Socratic seminar. Some possible videos include: (see bibliography for more)

*Eyes on the Prize*, PBS Video, 1986--Black Civil Rights movement

*Columbus Didn't Discover Us*, Turning Tide, 1992--Native American rights

*Chicano: History of the Mexican American Civil Rights Movement*, National Latino Communication Center, 1996.

*How We Got the Vote*, Republic Pictures, 1986 --- Women's rights

2. Speakers: Southwest Organizing Project (SWOP) is a grassroots organization involved in, among other issues, organizing around teen empowerment They have a youth group, Jovenes Unidos, and are currently involved, along with the ACLU, in a lawsuit filed against three local malls over issues of false arrest and first amendment rights of teenagers. A speaker from this, or other community organizing groups may be able to inspire the students to take action in their own community/ies and get ideas for potential bills. For more information about SWOP:

Southwest Organizing Project 21 10<sup>th</sup> Street SW  
Albuquerque NM 87102-2919  
(505)247-8832 Fax 247-9972 email: [swop@swop.net](mailto:swop@swop.net)

3. Internet Search: Students can use the internet to find possible topics of interest. Searching for youth activism can lead to many different sites and types of organizing and issues. Ideally, students should have access to many different topics and problems in order to spark their ideas and meet their many divergent interests. The internet allows for finding this diversity. Some possible links:

[www.freethechildren.org](http://www.freethechildren.org) children's rights

[www.nospank.org](http://www.nospank.org) youth against corporal punishment

[www.neravt.com/left](http://www.neravt.com/left) leftist youth organizing

[www.peacefire.org](http://www.peacefire.org) world peace

[www.earthforce.org](http://www.earthforce.org) environmental concerns

[www.positive.org](http://www.positive.org) sexual freedom

[www.sar.usf.edu](http://www.sar.usf.edu) animal rights

4. Field Trip to the Legislature: The class will visit the legislature in session and meet one of their own legislators to find out more about writing bills and how the legislative process works. They can identify players who will support their own bills. The legislator will show samples of real bills or suggested bills.

**Forming groups and picking topics:** Students should choose their own topics and group members. This will create more personal investment in the learning process, make the learning more interesting and enjoyable and encourage peer monitoring of the work process.

**Research:** Students will use the school library, public library, UNM Law library classroom resources (see bibliography), the phone to call people and ask questions, and the Internet. Groups should try to use all of these resources. Skills developed during research include note-taking, outlining, technology, finding resources, using the telephone, making bibliographies. All of these skills will require mini- review lessons.

**Writing the bill:** Students will create an outline, a first draft, and a third draft. There will be mini-lessons to review the writing process. Students will need use of the computer lab.

**Photo Essay:** This is a creative and artistic extension of the project. Students must create a photo essay to accompany their bill. Students will use visual images to reinforce their written and oral arguments, developing their use of symbolism, visual arts and abstract thinking. Grants for cameras and film developing should be pursued

**Personal Narrative:** This is a language arts connection. Students will use storytelling and anecdotal writing to create a real personal narrative to explain and illustrate why they care about the issue they have chosen. They will work on developing their "voice," bringing passion and personal experience into their writing, and building their persuasive writing skills.

**Fictional letters:** This is another language arts connection to add to their packet with their bill. They will write letters from fictional people that they have created in support of their bill. This activity helps develop an understanding of point of view, persuasive writing, and letter writing.

**Buttons/Stickers:** Students will create their own buttons and/or stickers to propagate their ideas. These will be displayed in the room, along with their internet print outs, posters from social change movements and their photo essays.

**Presenting the bill to the class:** mini-lessons will include oral presentation skills, listening skills, audience participation, debate, media literacy and public speaking skills. More information on media literacy is available from the New Mexico Media Literacy Project at <http://www.nmmlp.org/>

## Possible Extensions

**PowerPoint Presentation:** Each group can create a PowerPoint presentation using their photo essays, bill, oral presentation, and writings. This can be done separately from the oral presentation or as part of it.

**Video of Key Issues:** As a community, we will vote on bills to decide which ones are most likely to make it to NM Legislature. Then groups of students will create videos for these bills, taking a side on each of the issues. These will possibly be aired on school TV or Public Access Television.

**Presenting to Legislator:** Possibly a bill or two may be feasible to present to an actual NM Legislator. If so, students could meet with the legislator to discuss their bill. Perhaps they will make a real political change!

**Newsletter:** Students could create or publish their bills in the school or class newsletter.

## Literature connections:

In Literature class students will read books about teenagers involved in movements for social and/or political change in America. Some possibilities include:

Ellen Levine's Freedom's Children

Juanita Fights the School Board

Farewell to Manzanar o Poetry and music

Students will deepen their thought about the EQ and their readings through Socratic seminars, reflective writing, creative projects and book reports.

**Classroom Décor:** Carolyn Pratt, in I Learn From Children, asserts that the classroom is to be used as a student work space, not an office tailored to the needs of the teacher. I agree, and my classroom is decorated with posters and material relevant to the students' studies or their own work, either in progress or final form. For this curriculum students should be able to display interesting Internet pages or research they have found, their writing, stickers, buttons and photos. This décor also encourages the class as a community to focus on and be engulfed by the issues at hand.

What makes you mad?!?! What do you want to change?!?!

## Writing Bills for the New Mexico Legislature

### **EQ: How do people make change?**

When things aren't fair, people have many different ways to try to make change. As we have seen in our studies of American history so far, people have written petitions, held boycotts, wrote letters, used the newspapers, made political cartoons, had rallies, given speeches, had sit-ins, made posters, had marches, sued, made new laws---even abolished the current government!

As we have learned, one way new laws are made is by bills passing through the New Mexico legislature. Think of something you'd like to see changed ... you're going to write your own bill!!

### Assignments:

1. Come up with a problem or issue that you really care about. The closer it is to your heart, the more you'll care and the easier the project will be. What would you like to see changed?
2. Find other people in the class who have the same or similar idea! You will need to work in groups of two, three or four. Choose partners with whom you believe you'll be able to negotiate, cooperate and communicate.

3. Once you've chosen your topic and group members, you're ready to go research! You need to find information about your topic. What bills have been passed before on this or related topics? What are the Federal laws about this topic? What do community groups say? Use the internet, books, magazines, oral interviews, movies etc. to gather your information. Each student must have 20 of his/her own notecards! As you research, don't forget the Bibliography. You must have at least 4 sources each.
4. Next, your group will write your bill. As a class we will be looking at sample bills. There is a structured format. You will be receiving a sample format. It must be typed and follow this format.
5. You will be making several creative attachments to add to your bill. These include a photo essay, writing, and buttons or stickers. Assignment sheets will follow to explain these in detail.
6. Lastly, you and your group members will present your bill and attachments to the class! We will act as a mock legislature and decide if your bill has potential to move on!

### **Writing Bills for the New Mexico Legislature**

#### **Individual Grades: 100 points**

Notecards (30 points)

points \_\_\_\_\_

- least 25 full cards (6 points) points
- complete information on topic (6 points)
- not plagiarized (6 points)
- accurate information (6 points)
- includes source (6 points)

Bibliography (10 points)

points \_\_\_\_\_

- at least 4 varied sources (4 points)
- follows correct format (6 points)

Photo Essay (25 points) see rubric

points \_\_\_\_\_

Personal Narrative (20 points) see rubric

points \_\_\_\_\_

Button/Stickers (15 points) see rubric

points \_\_\_\_\_

#### **Group Grades: 150 points x number of group members**

Bill Outline (15 points)

points \_\_\_\_\_

Bill 1<sup>st</sup> draft (20 points)

points \_\_\_\_\_

Bill final draft (20 points)

points \_\_\_\_\_

Fictional Letters (25 points)

points \_\_\_\_\_

Oral Presentation (50 points)

points \_\_\_\_\_

Group work (20 points)

points \_\_\_\_\_

Group percentage:

Total Points: \_\_\_\_\_ /250

### Rubric for Oral Presentation

	<b>Outstanding</b>	<b>Great!</b>	<b>OK</b>	<b>Lacking</b>
<b>Being Prepared</b>	Group is very organized, coordinated and ready to go!	Group is organized and ready to go!	Group is somewhat organized, somewhat ready	Group needed to be more organized or coordinated
<b>Clarity</b>	Very easy to understand and follow!	Easy to understand and follow!	At times, easy to understand and follow	Hard to understand or follow at times
<b>Enthusiasm</b>	Very enthusiastic! Exciting presentation!	Enthusiastic! Interesting to listen to!	Somewhat interesting, needed more enthusiasm!	Needs more enthusiasm or excitement
<b>Professional Presentation</b>	Good posture, polite, positive attitude	Good posture, polite, positive attitude	Good posture at times, somewhat polite	Lacking in posture, attitude
<b>Content</b>	Good solid information, teaching new facts, accurate	Good information, teaching new facts, accurate	Some good information, could have more,	Lacking in solid information or accuracy

## Rubric for Group Work

	<b>Outstanding</b>	<b>Great</b>	<b>Ok</b>	<b>Lacking</b>
<b>On task</b>	Group always uses time wisely, does not disturb other groups	Group usually uses time wisely, does not disturb other groups	Group sometimes uses time wisely, sometimes off task, needs to focus	Group is often off task, disturbs other groups, needs to focus
<b>Conflict resolution</b>	Group is able to resolve all conflicts peacefully, without teacher intervention	Group is able to resolve most conflicts peacefully, without teacher intervention	Some bickering, needed some help to resolve conflict	Bickering, fighting, needed teacher intervention
<b>Division of labor</b>	All work is shared evenly and fairly	Most of the work is shared evenly and fairly	Some people are doing more/less of their share than others	Uneven, some are doing much more/less than their share
<b>Respectful Speaking</b>	Group members always speak to each other respectfully	Group members usually speak to each other respectfully	Some rude behavior at times, some hurtful behavior	Name calling, rudeness, hurtful behavior
<b>Respectful Listening</b>	All opinions are heard and valued	Most of the time, all opinions are heard and valued	Only some of the opinions are heard and valued	Some members feel unheard or discounted

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#### History/Politics

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## **Pedagogical**

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## **Books for the Classroom**

These are just some of the books I have accumulated over the years or have found in the public library. There are many new books out there on social change movements and figures.

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