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## Lesson Plan on Collective Action

**Objective:** To understand activism, for students to develop their opinions on what motivates activism, for students to practice an organized debate in a philosophical chairs format, for students to practice note-taking skills, for students to see U.S. History as a constant collective action movement centered around many issues and social niches

**Materials:** Students, desks, brains, notes, smart board

### **To be written on board:**

What is Collective Action?

**Do Now:** Do you think human beings work more for their own self-interests or more for the interests of their community?

The students will have 5 minutes to write about this.

### **Activity 1: Philosophical Chairs.**

Students will split up into two sides, half for self-interest and half for community interest. 5 people will be sitting on either side of the debate. The desks will be facing each other. Besides the ten people in the debate, there will be two scribes, one at the whiteboard and one at my computer attached to the smartboard. With any more people, they will be judges.

Everyone must take notes from each speaker. We will flip a coin to see which side goes first. The side that starts will have one person speak for one minute. Then someone from the other side will speak, and each team will alternate back and forth. Until all are done speaking.

While a person speaks, they must repeat what the person who spoke before them said before they argue against it.

Each team will have 5 minutes of prep time that they can split up into any amount in segments of 30 seconds to use at any time. So if a person on their team needs a minute to write or they need a minute to talk, they can take it, but they cannot use more than 5 minutes.

When this is finished, it will have taken approximately 30 minutes to complete the debate.

At the end, the judges will say which side convinced them more.

**Reflection/Summary:** The class will then take 5 minutes to summarize the debate at the bottom of their notes. They must answer this question:

Looking over your notes and thinking about the debate, did your thoughts from before we had the debate change at all? If not, can you add anything to your original position to make it more complete or detailed?

**Share Out:** students will share out responses until all have spoken at which time the teacher will explain that the history of America is the struggle of self-interest and community-interest. While people in business are struggling to fulfill their own self-interest and pursuit of happiness, the government and people in social justice have been combating this by struggling for the community-interests through activism.

**Notes:** What is collective Action?

Collective action = the pursuit of a goal or set of goals by more than one person.

Usually these movements happen because needs are not being met.

3 major needs of a society: 1) Physical Security  
2) Economic Security  
3) Normative Order – shared rules and customs in a society that are predictable and therefore, comfortable.

3 secondary needs of a society: 1) Love, sex, intellectual stimulation

**Ask students:** What would be an example of each need NOT being met?

Physical Security – war, rioting, natural disasters, disease, terrorist attacks, violent crime

Economic Security – job loss, bank failure, inflation, financial crime

Normative Order – mass social movements, changes in culture/cultural diffusion, psychological trauma, tension between social niches groups (racism, sexism, ageism, anti-Semitism, xenophobia, homophobia)

How are these needs protected? By a social contract.

Social contract: people enter into an agreement where they each give up certain rights so that everyone can have other rights:

Give Up	To have
Right to steal	Right to own
Right to kill	Right to live
Right to lie	Right to honesty
Right to attack	Right to feel safe

So to preserve these rights, we take the use of force out of the people and put it into a governing body which controls and maintains order: government.

But what happens when government does not meet our needs: Collective Action

American Collective Action Movements through history:

**Women's Rights Movement**

always non-violent, wanted voting rights, property rights, reproductive rights

- 1) Revolution against Great Britain – 1763-1783
  - a. Led by intellectuals and wealthy white men
  - b. Violent
  - c. Strong nationalism
- 2) Temperance Movement
  - a. Very religious
  - b. Anti-sexuality
  - c. Non-violent
  - d. Prohibition of alcohol and drugs
- 3) Abolitionist Movement
  - a. End slavery
  - b. Non-violent
    - i. Underground railroad
    - ii. Protests
    - iii. Journalism
    - iv. Slave narratives
    - v. Novels
    - vi. Court Cases – *Dred Scott v. Sanford*
  - c. Violent
    - i. slave rebellions
    - ii. John Brown's raid of Harper's Ferry
- 4) Temperance Movement II
- 5) Progressivism
  - a. Increase education
  - b. Increase health care
  - c. Increase welfare state – government programs to care for the sick, poor, unemployed, and immigrants
  - d. Increase consumer protections – FDA
- 6) Labor/Socialist movement
  - a. Increase worker's rights
  - b. Increase worker's benefits
  - c. Increase wages
  - d. Strikes → both non-violent and violent
- 7) Civil Rights Movement
  - a. Non violent and violent
  - b. Protests, marches, sit-ins, rallies, teach ins,
  - c. Wanted equality of opportunity between races
  - d. Voting rights for people of color
  - e. End to police brutality
  - f. Increase government aid to city slums and ghettos
  - g. End to segregation

- h. Equality in education
- 8) Free Speech Movement
  - a. Started in Berkeley, CA
  - b. Students wanted the right to protest about any issue on a college campus
  - c. Non-violent
- 9) Anti-War Movement
  - a. Against Vietnam War
  - b. Both violent and non-violent
  - c. Used protests, rallies, sit-ins, teach-ins, journalism, film/television, speeches, students
- 10) Environmentalist Movement
  - a. Both violent and non-violent
  - b. Protests, speeches, sit-ins, rallies, demonstrations

This will bring us to the end of class.

**Exit Card:** If you were going to protest something, would you use violence or non-violence? Explain why.

**HW:** Read the article on Angela Davis's arrest and write a one page response, either 4 A's or whatever you want.