

STRUGGLES FOR JUSTICE

These songs and activities reflect a collective aspiration for a more equitable society and highlight actions we can take to achieve this ideal.

“1492” *CD track 3*

“Courage” *CD track 6*

“What Can One Little Person Do?” *CD track 7*

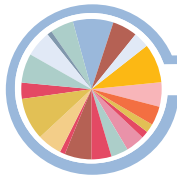
“Every Burden” *CD track 8*

“Eyes on the Prize” *CD track 10*

“It Could Be a Wonderful World” *CD track 13*

“Paz y Libertad” (Spanish: “Peace and Liberty”) *CD track 22*

“Freedom, Oh Freedom” *CD track 25*



I WILL BE YOUR FRIEND

With Freedom for All

After listening to the song “Freedom, Oh Freedom,” ask students what freedom means to them. How do they exercise freedom in their daily lives? What responsibilities go hand-in-hand with exercising our freedoms?

Ask students what they think freedom has meant to different groups of people at different periods in American history — for example, to the Pilgrims who landed off Cape Cod, to Native Americans struggling to hold onto their lands and ways of life, to Africans forced to come to America and work as slaves, to children forced to work in factories a century ago, to participants in the Civil Rights Movement, to new immigrants today. Encourage students to find works of historical fiction that explore the concept of freedom from a variety of perspectives.

Have each student select a book and prepare an oral report to present to the class. Compare and contrast the visions of freedom that are presented in each work. (Many of the books in the “Dear America” and “My Name Is America” series published by Scholastic are fictional, first-person accounts by children from different ethnic, racial and religious backgrounds describing their individual quests for freedom in the United States.)

 www.teachingtolerance.org

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