

# Unit 2, Rights & Responsibilities

## Meeting 1, Get the Principle

### Meeting Summary

This unit is comprised of three meetings.

In this first meeting, students discuss what is meant by rights and discuss the different rights and privileges they enjoy at home and in various classrooms at school. They also consider personal rights and how well they use their own personal power.

### Key Points

- ★ We often talk about our “rights” when, in fact, we mean “privileges.”
- ★ Every right and privilege has its limits. If you abuse a right or a privilege - in society, at school, and often at home - you may have to forfeit it.
- ★ Different communities grant different rights and privileges to their citizens. For instance, some teachers grant you the privilege of wearing a hat, but that privilege doesn’t necessarily extend to other classrooms.
- ★ As a member of a community, you often can play a role in shaping the rights and guidelines of that community.
- ★ We are each born with personal power that we get to decide how to use each and every day.

### Preparation and Materials

- ★ Familiarize yourself with the unit.

### Vocabulary

Right

Privilege

Power

## Activities

### Set the Stage: A Brainstorm

- ★ What is a right?

What does it mean when we say that someone has the *right* to do something? Let's come up with as many ideas as possible.

- ★ Record student answers on the board or newsprint.

### “Stand Up If...” Making Rights Real

- ★ Ask students to stand up if the following statements are true for them. (Students sit down before each new statement is read.) If students are reluctant to stand, ask for a show of hands instead.

- ★ Read down the list without pausing for discussion. Stand up if...

- 1) You have unlimited computer time at home.
- 2) You get to set your own curfew.
- 3) You can date whomever you want.
- 4) You can watch any movie you want.
- 5) You can have a party at your house without adults around.
- 6) You can talk on the phone for as long as you want.
- 7) You can go to the refrigerator and eat what you want whenever you want.
- 8) You can ride in anyone's car.
- 9) You can wear whatever you want when you're out with your friends.
- 10) You can listen at home to whatever music you want.

- ★ Make this observation and move directly on to the next set of statements:

Each of your families grants you different sets of rights and privileges! We often talk about our rights when, in fact, we mean privileges. Privileges don't apply equally to everyone, everywhere. Privileges are unique to a given situation and individuals in that situation.

As we just learned, some families grant you the privilege of riding in anyone's car, others' don't. Often you can earn a privilege by accepting certain responsibilities that go along with it. Can anyone give an example of a privilege you had to earn?

- ★ Shift the focus to rights and privileges in school. Ask students to stand up if the following statements are true for them. (Students sit down before each new statement.)
- ★ Read through the list without pausing for discussion. Stand up if...
  - 1) You've been in a class where you could wear a hat ("hat day" doesn't count).
  - 2) You've had a class where you could chew gum.
  - 3) You've had a class where you could call the teacher by his or her first name.
  - 4) You've been in a class where you could go to the bathroom without asking for permission.
  - 5) You've been in a class where you had a say in how your final grade was determined.
  - 6) All of your teachers have the exact same classroom rules.
- ★ Make the following observation and then move directly to the next statement:

Different teachers grant you different rights and privileges in their classrooms! In fact, every community you belong to – your family, your school and every classroom in school, clubs and sports teams, religious groups, even your friendship groups – comes up with its own set of rights and guidelines for its members.
- ★ Ask students to raise their hands if this next statement holds true for them. Raise your hand if...
  - 1) You have a say in determining your rights and privileges in at least one of the communities you belong to - at school, home, on a sports team, etc.
- ★ Can someone explain where and in what way you have a say? If needed, offer examples:
  - 1) Do you get to negotiate your curfew with your parents depending on the occasion (school nights, weekends, special events)?
  - 2) Do you ever get to renegotiate a grade with a teacher?
  - 3) Do you ever get to choose a topic of a school paper or projects?
- ★ Summary statement:

When you belong to a community, typically there are ways you can play a role in shaping the rules and the rights in that community.
- ★ Finally, shift the focus to personal privileges and power. Read through the list without pausing for discussion. Stand up if...
  - 1) You've ever stuck up for your best friend.

- 2) You've ever stood up for someone you didn't know very well.
- 3) You've ever stood up for someone who was unpopular.
- 4) You've ever refused to participate when a group or a friend started doing something you didn't like.
- 5) You've ever spoken up when a group or a friend started doing something you didn't like.
- 6) You've ever left a group or a friend when they started doing something you didn't like.
- 7) You've ever disagreed with someone and let them know.
- 8) You've ever disagreed with someone, but didn't speak up.
- 9) You've ever decided to keep your mouth shut when you knew what you were about to say really wasn't kind or useful.

★ Discussion questions:

- 1) What do you notice about that last series of statements?
- 2) What are these statements getting at?

★ Add, as needed:

We each have personal rights and privileges, along with rights and privileges granted to us by other people (like our parents) and institutions (like schools). First and foremost, we each have the personal right to choose how we want to use our personal power in every situation. For instance, we can choose our friends. We can choose to speak up or stay silent in the face of meanness or unfairness. We can choose to join in or to leave when a situation gets uncomfortable, dangerous or out of hand.

Personal power is often a good thing. We are all born with it. It's our birthright. The key question is, how well do you use your personal power? Do you think and act mainly for the short run and only for yourself and what's in it for you? (We all do this sometimes.) Or do you also take into consideration the bigger picture, other people and larger principles such as fairness, respect and justice for all? Is there anything you'd like to change about how you use your personal power?

★ Ask if anyone would like to comment before concluding:

In our next two meetings, we're going to learn how to use our personal power to stand up for ourselves and things that we think need changing for the better in our lives and in the world.

# Unit 2, Rights & Responsibilities

## Meeting 2, Own the Principle

### Meeting Summary

This meeting focuses on the responsibilities that go along with rights and privileges. Students complete a worksheet detailing privileges they have, and would like to gain, at home.

### Key Points

- ★ When people come up with limits and responsibilities on their own - rather than rules coming down from “on high” - they tend to feel more committed to community.
- ★ You’ve overstepped a limit when you infringe upon someone else’s rights.

### Preparation and Materials

- ★ Photocopy one **On the Home Front: Privileges & Responsibilities** handout for each student.

### Vocabulary

Responsibility

Consequence

Infringe

## Activities

### Placeholder

- ★ Introduce the assignment:

Think back to when you were little. When you were responsible enough to look both ways for cars and find your way home, you were probably granted the privilege of crossing the street all by yourself to visit a friend.

- ★ Pose the following questions:

- 1) What are some privileges you have at home now that you didn't have five years ago? **Prompts, if needed:** Have your TV privileges changed over time? What about party privileges? Can you go to any party you want, even if there aren't any adults present?
- 2) How do you go about expanding your privileges at home? **Prompts, if needed:** Do you talk with your parents or caregivers? Do you nag and whine? Do you have to prove you're responsible first?
- 3) Have you ever been given a privilege you weren't ready to assume? **Prompts, if needed:** Were you allowed to stay home alone at too young an age?
- 4) Do you agree or disagree? The best parents or caregivers set no limits.

- ★ Hand out the worksheet **On the Home Front: Privileges & Responsibilities**. Walk one student through the five questions in a chosen category to model the assignment for the class.

- ★ Student Example:

- 1) Existing privilege: I can go to parties only if an adult is present.
- 2) Responsibilities: I arrange for a ride home beforehand.
- 3) Consequences: If I abuse this privilege, I'll get grounded for a whole month, or maybe two.
- 4) Proposed change: I'd like to be able to go to a party without adults there.

- ★ Students complete the worksheet.

## Unit 2, Meeting 2 – Student Handout

### Privileges & Responsibilities: On the Home Front

Consider the many things you're allowed to do at home. How have your privileges changed over time? What privileges would you like to gain next? What responsibilities go along with these new privileges?

Type of Privilege	Describe your existing privilege in this area.	What responsibilities go along with this privilege?	What are the consequences if you abuse this privilege?	What are the ways, if any, you'd like this privilege to change over the next year?
Going to parties with no adults present				
Road/overnight trips				
Using the Internet, Instant Messaging, MySpace				
Piercing and tattoos				
Dating				
Smoking cigarettes				
Setting a curfew				
Driving				
Hanging out with friends				

# Unit 2, Rights & Responsibilities

## Meeting 3, Act on the Principle

### Meeting Summary

Students coach one another on how to present the strongest case for an expanded privilege at home. They learn about courageous advocates who've fought on behalf of human rights throughout history.

### Key Points

- ★ Advocacy is a skill that can be learned.
- ★ Effective advocates prepare and strategize before making their case. They develop a strong argument to support their position, they anticipate possible objections and formulate comebacks, and consider how to find allies.

### Preparation and Materials

- ★ Post the **Human Rights Advocates** bios in **Addendum I** around the room.
- ★ Photocopy the **Advocates and Advisors** handouts. Students will work in groups of three. Every group needs one **Advocate** and two **Advisor squares**.

### Vocabulary

Advocate

Advisor

Negotiation

Activist

Ally



## Activities

### Privileges & Responsibilities

- ★ Ask students to take out their **Privileges & Responsibilities: On the Home Front** (Unit 2, Meeting 2) worksheets.
- ★ Discussion questions:
  - 1) Are there any new privileges you feel ready to take on at home?
  - 2) In which area (dating, curfew, car, etc.) would you most like to expand your privileges right now? Circle that area in the first column.
  - 3) What's the point of having more privileges? Is "more" better?
  - 4) What sorts of things have you done in the past to earn a new privilege? **Prompts, if needed:** Take on extra chores? Gotten better grades? Shown you're responsible?
  - 5) Have you ever gained a privilege that wound up feeling like too much to you? **Prompts, if needed:** Have any of you ever begged to get a dog or cat, you promised to take full responsibility for walking, feeding, cleaning, etc., and then it became overwhelming?
  - 6) Let's say you wanted to gain the privileges of going to parties where there are no adults present. How might you demonstrate responsibility to your parents or caregivers? **Prompts, if needed:** I promise to not get in a car with anyone who's been drinking. I will refuse to accept any alcohol or other drugs that are offered to me. If the party gets out of control, I'll leave or call a parent to come get me.

### Advocates & Advisors: Make Your Best Case

- ★ Divide students into groups of three. Introduce the activity:

What does it mean to advocate or to be an advocate? Advocacy is a skill that can be learned. Effective advocates prepare and strategize before jumping into the ring and making their case. They develop a strong argument to support their position, they anticipate possible objections and formulate comebacks – and they rehearse. Let's practice advocating so that you'll be better prepared to make a case for the things you believe in – at home, at school, anywhere in your life.

**Teaching Point:** Some students may live in situations where advocacy would not be welcomed by a parent or guardian. Point out that this activity is simply a rehearsal and that no one is required to advocate at home unless they feel safe doing so.

- ★ Hand out one **Advocate** and two **Advisor squares** to each group and explain the directions:

Everyone in the group plays a role. One person volunteers to be the advocate who will practice advocating for a new privilege. The others in the group are advisors, whose job is to help the advocate make the best case possible.

- ★ Ask student volunteers to read aloud the **Advocate** and **Advisor squares** and answer any questions.
- ★ If time permits, students should switch roles so that every group member gets the chance to be the advocate.
- ★ Once groups have finished, ask one or two advocates to present their cases to the entire class. They should stand up front and address the class as if they were speaking directly to a parent or guardian. E.g., “Mom, I’d like to talk with you about changing my curfew...”

**Teaching Point:** If a student has a hard time play-acting, ask him or her to look directly at you.

- ★ Questions to pose to advisors (assuming the role of parents):
  - 1) Parents/Guardians, was that convincing?
  - 2) Parents, what sounded best to you?
  - 3) Parents, do you have any concerns? Does anything worry you?
  - 4) Parents, what else could your child say to convince you? Are there any particular words or promises you’d like to hear?
  - 5) For those of you who are still unconvinced, would you consider granting your child this privilege on a trial basis?
- ★ Compile “parental” feedback/advice on the board. For example, **Effective Negotiation Strategies**:
  - 1) Be direct about what you want.
  - 2) Pick a good time to talk.
  - 3) Make eye contact.
  - 4) Talk about how you follow through with other things.
  - 5) Offer reassurance, “You know I will call if I need you.”
  - 6) Make a promise. “You can trust me to...”
  - 7) Get parents’ point of view - “Mom, what would make you feel better about this?”
  - 8) Propose a trial basis for 2 weeks.
  - 9) Don’t get defensive.

- ★ Point out that many people - diplomats, lawyers, mediators - devote their entire careers to negotiating with others. If not mentioned, add these five **Negotiation Principles** to the list:
  - 1) Communication. Keep an open line of communication.
  - 2) Timing. Approach the other person at an appropriate time, when you both can discuss your points of view.
  - 3) Partnership. View the other person as a partner, not an adversary. Work side by side to attack the problem, not each other.
  - 4) Compelling Interest. What is the other person's main interest (e.g., your safety)? Once you address this, you have a better chance of reaching an agreement.
  - 5) Compromise. Stay open to trade-offs and compromises. Negotiation involves give and take.
- ★ Ask students to read down the completed list and write down three negotiation strategies they'd like to work on, whether or not they actually advocate with their parents.

### Human Rights Advocates

- ★ End the session with this short (3-minute) activity. Sample lead-in:

Throughout your lives, you'll have opportunities to use your personal power to speak up for what you think needs changing for the better, not only at home and at school, but out in the wider world. The history of this country is the history of ordinary citizens – like you and me – who had the skill and the guts to advocate on behalf of justice, equality and basic human rights for others. They used many of the same skills and strategies you used today to fight for human rights in the world. Let's get acquainted with some of these advocates for human rights.
- ★ Invite students to wander around the room and read the **Advocates for Human Rights** bios. When students come upon one that they particularly like, ask them to read it aloud to the group.
- ★ Sample wrap-up:

What a remarkable and courageous group of people! Hundreds of thousands of people – and animals and trees – have benefited because of their skill, courage, and caring.

Remember, each one of these remarkable advocates was once your age. Like you, they each developed certain skills and qualities so that, when the time came, they were ready to stand up for people and causes they believed in.

**Optional Homework: Advocate at Home**

- ★ Before the next meeting, students have the option of advocating for one expanded privilege at home.
- ★ Ask students to consider if their cases would be strengthened by bringing along an advisor or ally. This could be a peer, a family member, or an adult friend.

## Unit 2, Meeting 3 – Student Handout

### Advocates & Advisors

For this activity, students work in groups of three. Each group gets one **Advocate** square and two **Advisor squares** (see next page). Make as many copies as needed and cut pages along the dotted lines.

Cut along dotted line. ✂.....

#### Advocate

What new or expanded privilege would you like to gain at home?

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Your goal is to develop a persuasive argument that will convince your parents or guardians to grant you this privilege. Your advisors will ask you five questions to help you figure out what you want to say. Answer the questions, and then listen carefully to the advisors' feedback. Remember, the advisors are on your team!

Cut along dotted line. ✂.....

#### Advocate

What new or expanded privilege would you like to gain at home?

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Your goal is to develop a persuasive argument that will convince your parents or guardians to grant you this privilege. Your advisors will ask you five questions to help you figure out what you want to say. Answer the questions, and then listen carefully to the advisors' feedback. Remember, the advisors are on your team!

## Unit 2, Meeting 3 – Student Handout

### Advocates & Advisors, ctd.

Cut along dotted line. ✂.....

#### Advisor

Your job is to help the advocate develop a convincing argument to win a new privilege at home. Ask the advocate five questions (one at a time) and put yourself in a parent's/guardian's shoes as you listen to the answers.

- 1) What are your privileges in this area now?
- 2) How would you like your privileges to expand?
- 3) Why would you like your privileges to expand?
- 4) Why might your parents be reluctant to grant you this new privilege?
- 5) How can you change their minds? What can you say or do to convince your parents you are responsible to take on this new privilege?

After the advocate has finished, offer advice in two ways:

- ★ Tell the advocate one thing that sounded really great and convincing.
- ★ Offer constructive suggestions. What can the advocate say or do to make their argument stronger?

Cut along dotted line. ✂.....

#### Advisor

Your job is to help the advocate develop a convincing argument to win a new privilege at home. Ask the advocate five questions (one at a time) and put yourself in a parent's/guardian's shoes as you listen to the answers.

- 1) What are your privileges in this area now?
- 2) How would you like your privileges to expand?
- 3) Why would you like your privileges to expand?
- 4) Why might your parents be reluctant to grant you this new privilege?
- 5) How can you change their minds? What can you say or do to convince your parents you are responsible to take on this new privilege?

After the advocate has finished, offer advice in two ways:

- ★ Tell the advocate one thing that sounded really great and convincing.
- ★ Offer constructive suggestions. What can the advocate say or do to make their argument stronger?

## Unit 2, Meeting 3 – Student Handout

### Human Rights Advocates

Below find the descriptions of 24 Human Rights Activists. Please see [Addendum I](#) for each description listed on its own page, suitable for photocopying and posting around the room.

My name is [Fred Korematsu](#) and I advocated on behalf of the rights of Japanese Americans during World War II. I refused to be relocated to an internment camp and, after the war, I sued the government for violating the rights of American citizens. Because of my efforts against injustice, every person who was interned received \$20,000 in retribution.

My name is [Mary McLeod Bethune](#) and during the first half of the 20<sup>th</sup> Century, I advocated for poor black children who were denied a public education in the rural south. My mother and father were former slaves and taught me (and my 16 brothers and sisters) the value of education. After I finished my schooling, I paid money out of my own pocket to establish a school in a one-room shack that later became a well-endowed college for African-Americans. I believed in the right of every person to get an education.

My name is [Candy Lightner](#). After my 13-year-old daughter was killed by a drunk driver, I advocated for stricter drunk driving laws and founded MADD, Mothers Against Drunk Driving. Because I cared enough to take a stand, the roads are safer places for everyone.

My name is [Theodore Roosevelt](#). I was the 26<sup>th</sup> President of the United States and I advocated on behalf of the western wilderness. I wanted to make sure that this beautiful land was preserved for future generations like you. Because of my efforts, the national park system was established.

My name is [John Lewis](#) and I advocated on behalf of the rights of coal miners. My dad was an immigrant coal miner, and I became a miner too and learned about the tremendous dangers of working deep under the earth. After an accident killed 160 miners, I pressured the state legislature to pass safety measures. Because of my actions, coal mines are safer places to work.

My name is [Harriet Tubman](#) and I advocated for the end of slavery in this country. I was a runaway slave myself and became a “conductor” in the Underground Railroad, a network of secret hiding places and food stops that helped lead southern slaves to freedom in the north. I dared to risk my life for what I believed in and helped bring more than 300 slaves, including my aging parents, to freedom.

My name is **Jane Addams** and I advocated for poor people and immigrants living in the slums of Chicago. When I was 27, it felt like my life didn't have any purpose. I was too young to feel this way! So I decided to take up a cause and pledged to devote my intelligence and creativity to improving the lives of the urban poor. Two years later, I opened Hull House, a community center that focused on giving poor people hope and self-respect. I fed the hungry, clothed the needy and brought medical care into their lives. President Theodore Roosevelt named me "America's most useful citizen."

My name is **Maggie Kuhn** and I founded the Gray Panthers to advocate for the elderly and to fight discrimination based on age. The Gray Panthers supported legislation to regulate nursing homes, monitored banks and courts, and worked to end stereotyping of older people in the media. I think it's outrageous that both the old and young are not taken seriously. People in power positions think "the old don't know much" because we "don't do much." And they think of children as not having much to say because they're children. Yet we both are free to change society!

My name is **Sarah Brady** and I fought on behalf of gun control. My husband Jim was press secretary to President Ronald Reagan when the President was shot and wounded in 1981. Jim got shot too - in the head - and he's now permanently disabled. I decided to take a public stand in support of gun control and pressed senators to pass a bill requiring a 7-day waiting period before a person can buy a gun. The Brady Bill passed in 1993.

My name is **Fannie Lou Hamer** and I was one of thousands of ordinary people who fought for civil rights for African Americans in the 1960s. After I and 17 others registered to vote in Mississippi, the police stopped our bus and threw us in jail because they said the bus was painted the wrong color. That same night people shot bullets into my house. But that didn't stop me. I continued to work on behalf of voting rights and equal rights for all.

My name is **Humberto Medeiros** and I advocated on behalf of Mexican American migrant workers in the 1950s. I was a humble Catholic priest, and then a bishop in Brownsville, Texas. Most of my parishioners were migrant workers and I supported them when they went on strike to ask for a decent, living wage.

My name is **Harvey Milk** and I advocated on behalf of civil rights for gay Americans. I was the country's first openly gay public official in San Francisco. I fought for the defeat of Proposition 6, a state initiative that would have made it illegal for gay people to teach in public schools.

My name is **Cesar Chavez** and I advocated on behalf of immigrant farm workers. I came from a family of migrant workers and watched Mexican-Americans come to California and work for wages so low that they couldn't feed or clothe their families. Their children had to quit school to work in the fields and the pesticides made them sick and burned their eyes. They were housed in shacks that didn't even have drinking water. I was outraged and organized a union called the United Farm Workers



of America. Because I cared enough to take action, many farm workers now enjoy higher wages and better living conditions.

My name is **Ryan White** and I advocated for people with AIDS. I contracted AIDS through a blood transfusion when I was 13. After that, I wasn't welcome anywhere. People in my hometown fought to keep me out of school, I was the target of jokes and lies, and our house was frequently vandalized. Waiters would throw away the dishes I had eaten off of. Even in church, people refused to shake my hand. I realized that all of this happened out of ignorance and fear. So I decided to dedicate my life to educating people about the disease. I traveled around the country with my mom, talking about AIDS and answering questions about my experience. When I died at age 18, people were finally beginning to get it: AIDS is a disease, not a dirty word.

My name is **Marion Wright Edelman** and I am an advocate for children's rights. In 1973, I founded the Children's Defense League to provide a voice for children who don't have a voice or a vote in national politics, particularly those who are poor or handicapped. I continue to lobby on behalf of children's rights to be sure the country's youngest citizens are taken into account when legislators make public policy.

My name is **Samuel Gridley Howe** and I'm considered the father of the disability rights movement. I was a doctor in the 1800s and worked mainly with the blind. I hated to see blind or other disabled people abandoned or shut away in institutions, which was common back then. I believed in the fundamental humanity of all people and insisted that the disabled should be treated with confidence, rather than pity. I opened up many schools that helped integrate disabled people into mainstream society.

My name is **Sojourner Truth** and I spoke out for both the abolition of slavery and for women's rights. I don't even know exactly when I was born. I only count my age from the time I was emancipated from slavery. That's when I began to live. After that, I decided to travel through the country, preaching a message of universal equality.

My name is **Susan B. Anthony** and I advocated on behalf of the human rights of women. I decided to vote in the 1872 presidential election, and found myself arrested and fined \$100 (a lot of money back then)! I organized a door-to-door campaign to collect signatures for a petition to give women the right to vote and to own their own property. This became a model for other grass-roots organizers.

My name is **Josephine Griffing**. I was a white woman who advocated on behalf of slaves and freed slaves. My home in Ohio was a stop on the Underground Railroad where I offered rest and safety to escaped slaves. I spoke up at hundreds of antislavery meetings and lobbied Congress to end slavery. After slavery was abolished, I lobbied Congress again to help rebuild the lives of freed slaves. Just freeing slaves was not enough, I insisted. The country had to make up for its horrendous past treatment of African Americans.

My name is **Paul Cuffe** and I advocated for African American voting rights after the American Revolution. I was a black business leader in Massachusetts. I owned a small fleet of trading ships and paid my taxes like other citizens, but because I was black, I was denied the right to vote. So I sent a petition to the Massachusetts legislature. They rejected it, but I didn't give up. I refused to pay my taxes, and was thrown in jail. In 1783, a Massachusetts court ruled that black male taxpayers had a right to vote.

My name is **Cleveland Amory** and I helped organize the animal activist movement. In 1967, I founded the Fund for Animals. Our motto was "We speak for those who can't." I raised awareness of animal cruelty and took steps to end animal abuse. For instance, our group helped save baby seals that were being clubbed to death in Canada for their coats. We bought a British trawler (boat) and painted the seals with organic red dye that didn't hurt the seals, but that made their fur worthless to hunters.

My name is **Tecumseh** and I was a chief of the Shawnee tribe who advocated on behalf of all Native Americans. I believed that where there is unity, there is strength. So I tried to unite all Native American tribes from the Great Lakes to the Gulf of Mexico to oppose the white settlers who were encroaching on our land and threatening our way of life. I spent much of my career campaigning among the tribes of the Old Northwest Territories to win recruits to this confederate cause.

My name is **Clara Barton** and I advocated on behalf of those who are victims of war and natural disasters. During the Civil War, even though nurses weren't allowed on the battlefields, I went anyway to help the wounded and dying soldiers. I later founded the American Red Cross, devoted to the relief of suffering in peace as well as in war.

My name is **Thurgood Marshall** and I was the first African American to serve on the Supreme Court of the United States. Etched in stone over its entrance are the words "Equal Justice Under Law" and I was committed to applying those words to all people, black and white. I advocated on behalf of the racial integration of schools. I believed that a segregated education was not an equal education. Because of my efforts, boys and girls of all races and ethnicities can go to school together.