

# **Remember Them: Champions for Humanity**

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## **Introduction:**

The conceptual and legal development of human rights over time and the formal Universal Declaration of Human Rights established by the United Nations in 1948 are often neglected in our history courses. Through an exploration of the champions for humanity included in Mario Chiodo's inspiring sculpture, we hope students will become familiar with the struggle for human rights. Ultimately, we hope students will begin to rise up for their rights and defend the rights of others.

The unit consists of three parts and allows flexibility based on content area and student needs. The content and strategies are appropriate for courses in social studies, literature and/or art. We provide a thematic guide for grouping the humanitarians as a way to help teachers identify an appropriate fit for their content area. The thematic guide may be useful for teachers with limited time or whose curriculum has a thematic focus. For example teachers of World History or World Literature may choose global themes, such as Women's Rights or Economic Justice, whereas a US History or American Literature teacher may choose Anti-Slavery or American Civil Rights. Additionally, teachers may choose themed grouping based on students' interests.

In addition extension activities are provided and can be utilized depending on the context in which the unit is taught. Altogether, we hope that this set of lessons will provide both a framework as well as flexibility to teachers as they teach about "Champions for Humanity" in the high school classroom.

**Grades:** 9-12

## **California State Content Standards:**

The relevant content standards are embedded after each activity throughout the unit.

### **English Language Arts: Grades 9 & 10**

Reading Comprehension 1.1, 2.2, 2.3, 2.4, 2.5

Writing 1.1-1.9, 2.3, 2.5

Listening and Speaking Strategies 1.1-1.9

### **English Language Arts: Grades 11 & 12**

Reading Comprehension 2.1, 2.5

Writing Strategies 1.6-1.8

Writing Applications 2.1, 2.4, 2.6

Written and Oral English Language Conventions 1.1, 1.2, 1.3

Listening & Speaking Strategies 1.4- 1.10

Speaking Applications 2.2

### **Historical and Social Sciences Analysis Skills**

Chronological and Spatial Thinking 1-4

Historical Research, Evidence and Point of View 1-4

Historical Interpretation 1-6

**World History, Culture and Geography: The Modern World**

10.4, 10.8, 10.9, 10.10

**United States History and Geography: Continuity and Change in the 20<sup>th</sup> Century**

11.1, 11.7, 11.9, 11.10, 11.11

**Principles of American Democracy and Economics**

12.1, 12.2, 12.3, 12.9

**Essential Question:** In the past and present, which individuals can be considered Champions for Humanity and why? How can we participate in the struggle for human rights today?

**Sub-questions:**

- What are the connections between struggles for social justice across time and place?
- Over the last few centuries, who were some of the great champions for humanity?
- What is the importance of the Universal Declaration of Human Rights in terms of its historical context and application to contemporary issues?
- Why is it important to advocate for human rights and work towards social justice?
- In what ways did humanitarians' lives and work inspire and empower people to become advocates for human rights?
- What are some concrete ways for you to participate in the struggle for human rights?

**Unit Parts:**

1. Human Rights Framework
2. Champions for Humanity
3. Service Learning: How can you be a Champion for Humanity?

**Part 1: Human Rights Framework**

*Introduction:*

We will start the study of the humanitarians within the framework of the Universal Declaration of Human Rights (UDHR). Students will be asked to define concepts of freedom, tolerance, equality and justice that are inherent in human rights and will examine these concepts by studying the UDHR. This activity will prepare students for Part 2 of this unit as they explore the role of humanitarians in securing the rights guaranteed in the UDHR.

*Time:* Approximately two 50 minute class periods (without the homework extension).

*Objectives:*

1. Students will explore the relevance of human rights to their own lives by discussing and defining what concepts of freedom, tolerance, equality, peace and justice mean within the context of their home, school or community.

2. Students will learn about the organized movement for human rights by taking notes on the historical background of the Universal Declaration of Human Rights (UDHR).
3. Students will become familiar with the range of issues the term "human rights" encompasses by reading and interpreting specific articles of the UDHR.
4. Students will understand practical examples of rights violations and become aware of the long-continuing diverse global struggle for human rights by applying the UDHR articles to past and contemporary issues.
5. Students will better comprehend what it takes to make a difference in the world by becoming familiar with the work of the most prominent human rights advocates of the 19<sup>th</sup> and 20<sup>th</sup> centuries.
6. Students will understand the difficulties inherent in ensuring human rights for all by exploring and summarizing the controversies surrounding the UDHR, especially the challenge of enforcement.

*Materials Needed:*

Copy of the Universal Declaration of Human Rights (UDHR) found at <http://www.un.org/rights/50/decla.htm>. The teacher is asked to print and photocopy the right number of copies of this document for students in the class. The UDHR is available in over 300 languages and students are encouraged to read the document in their first language.

*Procedure:*

1. Introduce the concept of human rights by organizing a field trip to a museum or local attraction featuring the work of human rights activists. If in the Bay Area, your class can visit the "Remember Them: Champions for Humanity" monument in Oakland. See <http://remember-them.org/> for more details and for the artists' statement on the inspiration for the monument.

Alternatively, introduce the concept of human rights by showing a video or handing out a newspaper article that describes an ongoing violation of human rights in the local, national or global area, depending on your goals and the interests of your class. A good source of articles is the "News & Updates" section of the Amnesty International website (<http://www.amnesty.org/en/features-news-and-updates>). Documents, reports, press releases and appeals for action can be found in the "Learn about Human Rights" section of the Amnesty International website (<http://www.amnesty.org/en/human-rights>). The organization "Witness" (<http://witness.org/>) offers videos of human rights violations from around the world.

After returning from the field trip, watching the video, or reading the article, lead a class discussion on the concepts of freedom, tolerance, equality, peace, and justice that relate to the particular violation(s) you studied or experience you had.

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1; Historical & Social Science Analysis Skills: Chronological and Spatial Thinking 4; United States History and Geography 11.11)

2. Students take part in a 5 minute free write. *Prompt:* Choose three of the following concepts already discussed and define in your own words; justice, freedom, equality, tolerance or peace. What do they mean to you and why are they important in your community, school or home? Share with the class some of your definitions.

*Discussion questions:*

- How can you tell when these concepts do not exist in your life or in your community?
- When do you know that justice, for example, does not exist or is threatened?
- If everyone has complete freedom to do the things they want, does that jeopardize peace?
- Is it necessary to limit freedoms to ensure peace? How does a community find the balance?
- What would your life be like if one or more of these qualities did not exist?
- The absence of which of these virtues would affect your personal life the most?
- How are you affected if one or more of these concepts does not exist for another person in your community?

During the discussion illustrate how it is a human right for these virtues to exist and that their non existence is a rights violation.

(English Language Arts: Grade 9 & 10: Reading Comprehension 1.1; Listening and Speaking Strategies 1.1)

3. Explain to students the historical context of the United Nations and the creation of the UDHR. For background information see the United Nations Global Teaching and Learning Project: Cyber School Bus ([www.cyberschoolbus.un.org](http://www.cyberschoolbus.un.org)). Give students a copy of the UDHR. Group students into pairs and assign one of the 30 articles to each group to read and interpret. As they read the article(s), ask them to identify one example of a historical or current event that is a violation of this right. Encourage them to use Amnesty International, Witness, Human Rights Watch, and other websites to research the violations. You may want to provide students with photographs and/or newspaper articles which offer explicit examples of human rights violations.

Some examples of current violations (2008) are as follows:

- Human rights violations (rape, child soldiers, attacks on activists etc.) within the armed conflict in Colombia
- Domestic violence against women in Mexico
- The Guantanamo Bay detention facility in the U.S.

See the Amnesty International or Human Rights Watch websites for information on these and other violations.

Each pair will share with the class the right they were assigned and the example of its violation. This exercise should help students make connections between their previous study of history, contemporary issues and the current unit.

*Discussion questions:* During this discussion, help students by offering examples such as Hurricane Katrina or Darfur.

- Do all governments defend and enforce human rights as defined by the UDHR?
- When human rights are violated in one country or community what role should the UN, other governments, NGOs and individuals play? Whose job is it to enforce these rights?
- Give students a definition of *utopia*. Can a world defined by the UDHR exist or is such a world an unattainable utopia?  
Explain the role everyone plays, including governments, in securing human rights for all.

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1, 2.4, 2.5, Listening & Speaking Strategies 1.1, 1.4, 1.6; Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1, 2; Historical Interpretation 1; United States History & Geography 11.10, 11.11, Principles of American Democracy & Economics 12.2)

4. *Homework Extension:* Students will research current human rights violations that were not discussed during class. The teacher may recommend newspapers and websites such as BBC, CNN, Human Rights Watch, Witness, Amnesty International and local news sources. Students are also encouraged to interview community members and family members who may have first hand experiences with human rights violations or strong opinions on certain issues. For the written assignment students must describe the violation they chose to study, identify which article applies, describe actions taken (if any) to end the violation and cite their sources.

(English Language Arts Grades 9 & 10: Reading Comprehension 2.2 ó 2.5, Writing 1.1 ó 1.7, 1.9, 2.3; English Language Arts Grades 11 & 12: Reading Comprehension 2.1, 2.5, Writing Strategies 1.6, Written & Oral English Language Conventions 1.1 ó 1.3, Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1, 2, 4; Historical Interpretation 1, 4; United States History & Geography 11.10, 11.11; Principles of American Democracy & Economics 12.2)

## Part 2: Champions for Humanity

### *Introduction:*

In this phase students will gain deeper knowledge of the major humanitarians of the 19<sup>th</sup> and 20<sup>th</sup> century. As students present their knowledge to the class they will develop a justice timeline on one or more walls of the classroom. The timeline will include major historical events and the humanitarians in order to illustrate the continual struggle for human rights across time and location. Students will then identify common traits of these humanitarians and will conduct further research on the life of a humanitarian. If students did not visit the Remember Them: Champions for Humanity sculpture in Part 1 of this unit, they may view photos of the sculpture online. Students will hear a statement by the artist, Mario Chiodo, explaining his choice of these champions for humanity and will write their own statement promoting the inclusion of an additional humanitarian.

*Time:* Approximately two 50 minute class periods (without the extensions)

### *Objectives:*

1. Students will understand practical examples of rights violations, better comprehend what it takes to make a difference in the world, and become familiar with the lives of the most prominent human rights advocates of the 19<sup>th</sup> and 20<sup>th</sup> centuries and the injustices they chose to combat by reading, interpreting and synthesizing information about specific humanitarians.
2. Students will inform their classmates of the work of these Champions for Humanity by presenting relevant historical and personal information about specific humanitarians.
3. Students will practice chronological thinking skills and understand that the struggle for human rights is long-continuing by constructing a "Justice Timeline".
4. Students will understand the range of perspectives held by the humanitarians, the diversity of the issues they worked on, and the common threads in their work for humanity by discussing and identifying similarities and differences among the humanitarians.
5. Students will express their personal connections to struggles for social justice by identifying an additional humanitarian whose work they admire, conducting research to find historical and personal information about this humanitarian, and writing a statement promoting the individual's inclusion as a "Champion for Humanity".

### *Materials Needed:*

1. Handouts: Remember Them website biographies (found at <http://www.remember-them.org/>), Remember Them bibliography (available on website), Humanitarian Summary Chart (Handout A).
2. Roll of butcher paper long enough to extend horizontally along one or more walls of the classroom. The teacher will draw a straight horizontal line, with every tenth year (between 1800 and 2020) marked, along the roll of paper.

3. Index cards for the following information: name of humanitarian, short description of the injustice for which this humanitarian worked, date of event relevant to the humanitarian's work, humanitarian's role in that event.

*Procedure:*

*Justice Presentation/Timeline*

1. Begin by breaking down the words -Champion for Humanity. Ask students: what does it mean to be a champion? Can they identify champions in their own lives? What does the word -humanity encompass? What does being a champion for humanity entail? Mention to students that they are studying these champions for humanity to find ways in which they can continue to make a difference in the fight for human rights in their own lifetimes.

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1)

2. Assign each student one humanitarian to research. Depending on the content of the course, you may want to choose humanitarians based on the thematic groups provided below. You may want to place students in pairs or triads to conduct the research. The following thematic guide may be useful for teachers with limited time or whose curriculum has a thematic focus. For example teachers of World History or World Literature may choose global themes, such as Women's Rights or Economic Justice, whereas, a US History or American Literature teacher may choose Anti-Slavery or American Civil Rights. Additionally, teachers may choose themed grouping based on students' interests.
  - **Women's Rights:** Shirin Ebadi, Susan B. Anthony, Coretta Scott King, Maya Angelou, Mahatma Gandhi, Helen Keller
  - **Freedom Struggles:** Mahatma Gandhi, Martin Luther King, Jr., Nelson Mandela, Malcolm X, Tiananmen Square Student, Chief Joseph, Frederick Douglass, Abraham Lincoln, Oskar Schindler, Elie Wiesel, Ralph Abernathy, Rosa Parks, Coretta Scott King
  - **War against Nazism:** Winston Churchill, Franklin Delano Roosevelt, Elie Wiesel, Oskar Schindler
  - **Advocates of Underserved Peoples/Communities:** Thich Nhat Hanh, Rigoberta Menchú, César Chávez, Harvey Milk, Chief Joseph, Helen Keller, Mother Teresa
  - **Anti-Slavery:** Abraham Lincoln, Frederick Douglass, Susan B. Anthony
  - **American Civil Rights:** Martin Luther King, Jr., Malcolm X, Coretta Scott King, Rosa Parks, Maya Angelou, Ralph Abernathy, Ruby Bridges, César Chávez
  - **Economic Justice:** Helen Keller, Mahatma Gandhi, Martin Luther King, Jr., Coretta Scott King, Malcolm X, César Chávez, Nelson Mandela, Maya Angelou, Rigoberta Menchú, Susan B. Anthony
  - **Concerned with Class Issues:** Rigoberta Menchú, Winston Churchill, Abraham Lincoln, Mahatma Gandhi, Malcolm X, Frederick Douglass, Martin Luther King, Jr., César Chávez, Helen Keller

- **Educational Experience:** Either group by little formal education or by formal institutionalized education. Great segue into a discussion of how formality of education does or does not impact greatness and ability to make a difference.
  - **Time Spent in Jail / Civil Disobedience:** Mahatma Gandhi, Nelson Mandela, Martin Luther King, Jr., Rosa Parks, Susan B. Anthony, Ralph Abernathy, Malcolm X, Oskar Schindler, Frederick Douglass, Tiananmen Square Student
  - **Anti-Colonialism:** Mahatma Gandhi, Chief Joseph, Martin Luther King, Jr., Coretta Scott King, Susan B. Anthony, Abraham Lincoln, Frederick Douglass, Rigoberta Menchú, Malcolm X, Nelson Mandela
4. Students will use the biographies available on the Champions for Humanity website (<http://www.remember-them.org/>) and the Research Websites Handout to synthesize information for their assigned humanitarian on the Humanitarian Summary Worksheet. Students will then write the following information on their index card: name of humanitarian, short description of the injustice for which this humanitarian worked, date of event relevant to the humanitarian's work, humanitarian's role in that event. Students will pin their index card on the Justice Timeline. Leave the end of the timeline blank for an activity in Part Three.
  5. Each group will make a short presentation about their humanitarian to the rest of the class. Depending on the number of humanitarians you study and the number of students in your class, make extra copies of the Humanitarian Summary Worksheet for each student. As each group presents, the other students fill in the Humanitarian Summary Worksheet for each humanitarian or choose to write down relevant information in their notebooks.

Note: As students fill in the timeline, teachers should take the opportunity to point out relevant historical events on the timeline, such as the Civil War, the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments, rise and fall of colonialism, and World War II.

(English Language Arts Grades 9 & 10: Writing 1.3, 1.5, Listening & Speaking Strategies 1.3 & 1.9; English Language Arts Grades 11 & 12: Reading Comprehension 2.1, 2.5, Writing Strategies 1.6, 1.7, Written and Oral English Language Conventions 1.1, 1.3, Listening & Speaking Strategies 1.4 & 1.10, Speaking Applications 2.2; Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1, 2, 3; Historical Interpretation 1 & 4; World History, Culture and Geography 10.4, 10.8, 10.9, 10.10, United States History & Geography 11.1, 11.7, 11.9, 11.10, Principles of American Democracy and Economics 12.2, 12.3)

***Extension Activities to choose from:***

*Words to Inspire:*

As students conduct their research, ask them to pick one or two sentences said by the humanitarians as representative quotes and write them on small strips of paper that you collect in a box. Pull out quotes at random or ask students to pick out strips of paper.



Read the quotes and ask students to guess which of these 25 humanitarian said these words based on their newfound knowledge of the humanitarian's work. Be sure to break down and analyze some of the more difficult quotes with your class. This activity will illustrate to students that many humanitarians shared similar ideas and expressed them in different ways in their writings and sayings. By hearing the humanitarian's core beliefs expressed in these quotes, students will be further exposed to and will internalize the main ideas they stood for. Students will also be able to distinguish differences in the humanitarian's ideas and beliefs. Finally, ask students to write the quotes of the humanitarian they studied in large letters with markers on poster paper. Pin these quotes to another wall of the classroom to create a wall of inspirational quotes. Each quote should have the date and the humanitarian's name underneath.

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1; English Language Arts Grades 11 & 12: 2.1, 2.5, Written & Oral English Language Convention 1.1, Principles of American Democracy and Economics 12.2, 12.3)

#### *Humanitarian Tea Party or Press Conference:*

Ask students to dress up and play the role of their humanitarian during a mock tea party or press conference. Each student must meet and ask questions of at least three other humanitarians. After the activity, lead a discussion using some of the following questions.

- What are the common character traits you see in these humanitarians?
- Was the humanitarian motivated by securing justice for him/herself or for others?
- Do you see any major differences/similarities in methods for attaining justice among these champions?
- Did any of these champions go to jail or participate in civil disobedience? Did these champions break the law? Is it okay to break an unjust law?
- Based on your study of this set of humanitarians, what are the most important qualities possessed by these great people who made a difference?

(English Language Arts Grades 11 & 12: Written and Oral English Language Conventions 1.1, Listening & Speaking Strategies 1.4 & 1.10, Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1, 2, 3, Historical Interpretation 1 & 4; World History, Culture and Geography 10.4, 10.8, 10.9, 10.10, United States History & Geography 11.1, 11.7, 11.9, 11.10, Principles of American Democracy and Economics 12.2, 12.3)

### **Part 3: Service-learning: How Can *You* be a Champion for Humanity?**

#### *Introduction:*

In Part 3 of the unit, students will draw inspiration from the humanitarians, engage in current struggles for social justice, recognize humanitarians from their communities and realize that they too can make a difference in the state of the world.

*Time:* Approximately three 50 minute class periods (minus the extensions and the long-term work with local organizations)

*Objectives:*

1. Students will explore the relevance of these humanitarians' ideas to their own lives and to the state of the world today by identifying a current local or global issue and applying the philosophy of one of the "Champions for Humanity"
2. Students will become aware of the range of human rights issues in the world today by composing a list of current human rights violations which deserve attention and action.
3. Students will take action to advance human rights, practice their writing skills, and synthesize the content from all parts of the unit in the form of a letter addressing a human right violation.
4. Students will discover opportunities for inspiration, action, and leadership in their own communities, will better comprehend what it takes to make a difference, and will explore the relevance of human rights to their own lives by conducting actions to advocate for human rights issues in conjunction with local social justice organizations.
5. Students will express the relevance of these humanitarians' ideas to their personal development and explore transformational moments in their own lives by creating a reflection piece communicating their reaction to the unit activities and content.

*Materials Needed:*

1. Strips of paper for quotes. Rolls of cash register paper are ideal.
2. Sample of formal letter.
3. Access to computer lab.

*Procedure:*

### **1. Think-Pair-Share**

*Think:* Students are asked to pick either the humanitarian they studied in their initial small groups or any other humanitarian of their choosing. Ask them to write for five minutes to the following prompt:

*Based on what you know about this humanitarian's ideologies, what current local or global issues would he or she be concerned about? Choose a short quote by the humanitarian which reflects her/his philosophy and/or is applicable to the issue you are studying. If you're feeling creative, write a personalized eyewitness account of what this humanitarian would say if he or she encountered first-hand a current local or global issue of concern.*

*Pair:* Ask students to pair up and share with their partner:

- Their chosen humanitarian, his or her ideology and causes he or she advocated.
- What current local or global issues would concern this particular humanitarian?

*Share:* Based on the above activity, ask students to create a list on the board of current local and global issues of concern. As a class, decide which articles from the Universal Declaration of Human Rights are being violated.

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1, 2.4, 2.5, Writing 1.1, 1.2, 1.6, English Language Arts Grades 11 & 12: Writing Applications 2.1, Written and Oral English Language Conventions 1.1 & 1.3, Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1, 2, Historical Research, Evidence and Point of View 1, 2, Historical Interpretation 1 & 5; World History, Culture and Geography 10.4, 10.8, 10.9, 10.10, United States History & Geography 11.10, 11.11, Principles of American Democracy and Economics 12.1, 12.2, 12.3)

## **2. Wall of Quotes:**

Students choose a quote from the humanitarians they researched which applies to one or more of the issues. Students write the quote on the strips of paper. The quote should be 1-3 sentences and must include the humanitarian's name and date. The quotes may be displayed around the room or around the school campus.

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1, 2.4, 2.5; English Language Arts Grades 11 & 12: Reading Comprehension 2.5, Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1, 2, Principles of American Democracy and Economics 12.2, 12.3)

## **3. Service-Learning Activity: Advocacy Letter:**

In this activity students will write a letter as a culminating assessment and a service-learning experience. Teachers will share with students the role a letter writing campaign plays in pressuring governments, corporations and individuals to protect human rights. The work of Amnesty International may serve as an example; they offer a number of resources on their website (<http://www.amnesty.org/>). From the list of issues, students choose one for which they want to make a difference. The letter allows students to exhibit what they have learned from all stages of the unit and to become active in building awareness about the issue. The activity requires that students think about what actions can be taken to address the human rights violation and who has the power to take the action. For example, the students may request that the US Senate and House of Representatives pass a new law; in this case the student should address the letter to their representatives. Each letter should include the following:

1. Description of the human right violation or issue
2. Identification of articles from the UDHR which have been violated
3. Use of one or more quotes by a "Champion for Humanity" which applies to this issue
4. Request for one or more specific action(s) needed to stop this human rights violation

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1, 2.4, 2.5, Writing 1.1 ó 1.7, 1.9, 2.5; English Language Arts Grades 11 & 12: Reading Comprehension 2.1, 2.5; Written and Oral English Language Conventions 1.1 ó 1.3, Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1, 2; Historical Interpretation 1, 2, United States History & Geography 11.11; Principles of American Democracy and Economics 12.1, 12.2, 12.3)

#### **4. Service Learning Activity: Work with Local Organizations:**

The letter writing assignment may serve as a starting point for students' advocacy on local or global issues for which they want to take further action for positive change through work with local organizations. Teachers should help connect interested students with organizations such as Amnesty International, Red Cross, Human Rights Watch or local nonprofits focusing on human rights and social justice. Some organizations to consider in the Oakland, CA area are: International Institute of the Bay Area, BAY-Peace, Ella Baker Center, Prison Activist Resource Center, NISGUA, Family Violence Law Center, World Bridges, among others (see full list of organizations in Additional Resources link on Remember Them website).

Teachers may also want to direct the students to the website:

<http://www.udhr.org/action/default.htm> which contains a listing of 50 actions students can perform in connection with local organizations to engage in the struggle for human rights. Teachers may want to check with students' parents before assigning this activity. This activity enables students to frame their advocacy in the context of these humanitarians' work, personally connect with them, and realize that they can be Champions for Humanity carrying on their legacy in a long-continuing struggle for human rights.

Students should keep a journal of their participation and reactions to their activism. Ask students to create an index card with their name and a short description of their activism. Students will place their new card on the Justice Timeline in Part Two.

(English Language Arts Grades 9 & 10: Reading Comprehension: 1.1, 2.3 ó 2.5, Writing 1.1, 1.2, English Language Arts Grades 11 & 12: Reading Comprehension 2.1, Writing Applications 2.1, Written and Oral English Language Conventions 1.1, 1.2; Historical and Social Science Analysis Skills: Chronological & Spatial Thinking: 1, 2, 4, United States History & Geography 11.11; Principles of American Democracy and Economics 12.1, 12.2, 12.3)

#### **5. Culminating Assignment:**

As a final activity students will reflect on all the activities of the unit and communicate ways the humanitarians have inspired them. The assignment may take on various forms but should include answers to the following questions.

- What has impressed you the most about the qualities and work of the humanitarians we have discussed?

- What humanitarian qualities do you possess and what qualities do you want to develop?
- What kind of humanitarian do you want to be? Which of these humanitarians do you relate to most and why?
- Have you had transformational or inspirational moments like those described by some of these humanitarians?

The reflection piece may take on various forms and teachers are encouraged to allow students to choose their form of expression. Regardless of the form they choose, each student should prepare a written statement explaining the content of their work.

Reflection Options include but are not limited to the following;

1. Spoken word performance
2. Work of art (painting, sculpture, media collage)
3. Essay
4. One to three act play created by students
5. Consistent journal entries over the duration of the unit that will serve to capture student's personal transformation over the course of the unit
6. Creative writing piece

(English Language Arts Grades 9 & 10: Writing 1.1, 1.2, 1.9, English Language Arts Grades 11 & 12: Writing Applications 2.1, Written and Oral English Language Conventions 1.1, 1.2)

***Extension Activities to choose from:***

*Designing a Human Rights Monument*

Local students will have the opportunity to visit the "Remember Them: Champions for Humanity" Chiodo monument. This creative activity is designed to complement their visit. Students will be given the following prompt:

The US Congress is currently considering funding a new monument for the National Mall to commemorate peace and human rights. Create a physical or virtual model that showcases your vision for this monument. Include an artist's statement, modeled on Mr. Chiodo's, which explains your choice of content and design, as well as how you anticipate the viewer to experience the monument.

The kind of projects students create may be limited to materials available at the school site. The assignment may be completed individually or in small groups. Students will present their artist's statements and model to their class. Alternatively, assemble a judging committee and have students make a persuasive case for their model to be chosen.

(English Language Arts Grades 9 & 10: Writing 1.1, 1.2, 1.9, Listening & Speaking Strategies 1.1, 1.3, 1.4, 1.5, 1.7, 1.9; English Language Arts Grades 11 & 12: Writing Applications 2.6, Written and Oral English Language Conventions 1.1, Listening &

Speaking Strategies 1.1 ó 1.10; Historical and Social Sciences Analysis Skills: Historical Interpretation 1 ó 4, Principles of American Democracy and Economics 12.1, 12.2, 12.3)

### *Local Champions for Humanity*

Having identified contemporary issues of concern/interest, students are now asked to investigate the names of at least three people who are involved in the struggle to resolve a particular issue. Students are encouraged to identify someone from their local community such as a family member, family friend, or teacher who is involved in a human rights struggle. See the 14 Local Champions on the Remember Them website for examples.

The teacher should preface this exercise by explaining to the students that often, champions for humanity are recognized later, perhaps when the issue of concern grabs a place in the national or international spotlight. Students are thus asked to identify three people whose work they admire and who they believe will be later recognized as humanitarians. Students will conduct an interview with one of their local "Champions" treating this activity as an oral history project. If possible, teachers may organize a day where students can invite the person they interviewed to the classroom to meet classmates, parents, and school administrators. Teacher and students may want to present them with a humanitarian award or consider choosing an annual "Champion for Humanity" to be honored on their campus.

(English Language Arts Grades 9 & 10: Listening & Speaking Strategies 1.1, 1.3, Writing Applications 2.1, 2.6; English Language Arts Grades 11 & 12: Listening & Speaking Strategies 1.4, 1.5, 1.8, 1.9, 1.10; Historical and Social Science Analysis Skills: Chronological & Spatial Thinking: 1, 2, 4, Historical Interpretation 1 ó 4, United States History and Geography: 11.11, Principles of American Democracy and Economics 12.1, 12.2, 12.3)

### *Who's Left Out? Who Should be Left Out?*

a. Discussion:

The teacher conducts a lively guided discussion on famous or not-so-famous humanitarians that the students feel should have been included in the monument.

Ask students:

- Who do you think should have been included in this list? Why?
- What qualities make them deserving of the title "Champion for Humanity"?
- What struggles did they go through that are reminiscent of the kinds of struggles faced by the humanitarians on this list?
- Do you think there is anyone on this list whose inclusion as a "champion for humanity" you would contest? Why? Give specific reasons; cite specific examples from their life that you think contradict the title "champion for humanity"?
- In spite of your disagreement about their inclusion, do you think they possess some of the qualities common to the other humanitarians?

b. Writing:

Students read the following statement by sculptor Mario Chiodo about his process for choosing each humanitarian in the sculpture and his hopes for inspiring others to take a stand for justice. This statement is also available on the Remember Them website.

“I have chosen these humanitarians because, regardless of their individual backgrounds or missions, they share the common threads of courage, perseverance, education, sacrifice, and a sincere desire to strive for a better life for all. This monument represents an international cross-section of visionaries throughout several centuries who have inspired and aided others through their passionate beliefs in human rights and peace. From the vast numbers of humanitarians in the world worth being acknowledged, this unique grouping offers twenty-five individuals who have touched my heart and inspired me in times of darkness.”

Using Mario’s statement as a model, students will write an essay about an individual who deserves to be recognized as a humanitarian. In addition to the essay, students will suggest an artistic way in which this humanitarian should be remembered. Encourage students to identify individuals from their own family or community. The humanitarian need not be famous.

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1, 2.4, 2.5, Writing 1.1, 1.2, 1.9, Listening & Speaking Strategies 1.1, 1.3 & 1.6; English Language Arts Grades 11 & 12: Reading Comprehension 2.1, 2.5, Writing Applications 2.1, Written and Oral English Language Conventions 1.1 & 1.3, Listening & Speaking Strategies 1.4 & 1.6, 1.8; Historical and Social Science Analysis Skills: Chronological & Spatial Thinking: 1, 2, Historical Research, Evidence and Point of View 1 & 4, Historical Interpretation 1 & 4, World History, Culture and Geography 10.4, 10.8, 10.9, 10.10, United States History & Geography 11.1, 11.7, 11.9, 11.10, Principles of American Democracy and Economics 12.1, 12.2, 12.3, 12.9)

### *Champions for Humanity Mural*

In this activity students will study the importance of murals as a form of direct action. Teachers may share examples from their local community. As a class, students will collaborate in order to choose a wall on their campus, create a design and paint the mural. Students are encouraged to choose one or more issues or humanitarians to include in their work.

(English Language Arts Grades 9 & 10: Listening & Speaking Strategies 1.1; English Language Arts Grades 11 & 12: Historical and Social Science Analysis Skills: Chronological & Spatial Thinking: 1 & 4, Historical Interpretation 1 & 4, United States History & Geography 11.11, Principles of American Democracy and Economics 12.1, 12.2, 12.3)

### *Human Rights Teach-In*

Students will choose several topics and lead workshops for the school body and faculty. Depending on the school schedule this may be ideal for lunch time or an advising period. The class may split into groups based on their interests and develop workshops for their teach-in. Students can discuss and decide on a framework, program and handouts for participants. They may want to invite speakers to participate in each teach-in.

(English Language Arts Grades 9 & 10: Listening & Speaking Strategies 1.1 ó 1.9, English Language Arts Grades 11 & 12: Writing Applications 2.6, Written and Oral English Language Conventions 1.1, Listening & Speaking Strategies 1.4 ó 1.10, Speaking Applications 2.2, Historical and Social Science Analysis Skills: Chronological & Spatial Thinking: 1 ó 4, Historical Research, Evidence and Point of View 1 ó 4, Historical Interpretation 1 ó 4, World History, Culture and Geography 10.4, 10.8, 10.9, 10.10, United States History & Geography 11.1, 11.7, 11.9, 11.10, 11.11, Principles of American Democracy and Economics 12.1, 12.2, 12.3, 12.9)

### *Short Documentary*

For students with interest in film and access to digital equipment, a short documentary is another way to communicate their knowledge of and interest in human rights. Students will create a short film on one of the following topics; the creation of the UDHR, the effect of the UDHR over the last 60 years, a current human rights violation, or a biography of a humanitarian. The oral history project could be combined with the documentary activity by having students interview their local champion and include their oral history as part of the documentary. When students submit their documentary project, they should include a script, works cited, and a reflection essay on the process of composing a documentary, providing a wide array of materials for the teacher's final assessment.

(English Language Arts Grades 9 & 10: Reading Comprehension 1.1, 2.2 ó 2.5, Writing 1.1 ó 1.9, Listening & Speaking Strategies 1.1 ó 1.9; English Language Arts Grades 11 & 12: Reading Comprehension 2.1, 2.5, Writing Strategies 1.6 ó 1.8, Writing Applications 2.1, 2.4, 2.6, Written and Oral English Language Conventions 1.1 ó 1.3, Listening & Speaking Strategies 1.4 ó 1.10, Speaking Applications 2.2, Historical and Social Science Analysis Skills: Chronological & Spatial Thinking: 1 ó 4, Historical Research, Evidence and Point of View 1 ó 4, Historical Interpretation 1 ó 4, World History, Culture and Geography 10.4, 10.8, 10.9, 10.10, United States History & Geography 11.1, 11.7, 11.9, 11.10, 11.11, Principles of American Democracy and Economics 12.1, 12.2, 12.3, 12.9)



### Handout A: Humanitarian Summary Worksheet

Name	Date/Year of Birth	Date/Year of Death	Country of Origin
Description of Injustice		UDHR Article violated by the Injustice	
Event(s) Relevant to Humanitarian's Work		Humanitarian's Role in the Event(s)	
What were the results of the humanitarian's work?			
Give two quotes that represent the humanitarian's beliefs and work.			
Additional Information			

For the additional information section, consider the following questions as you study the humanitarian you have been assigned.

1. What was the historical context in which this humanitarian lived?
2. How did the time in which they lived shape their ideas?
3. What were the decisive moments in his/her life?
4. What were their inspirations and who were their role models?
5. What were their personal challenges and how did they overcome them?
6. What were their core beliefs?
7. Why did they choose to focus on these injustices?
8. What were their methods of challenging these injustices?
9. What is the legacy of this humanitarian? Who is carrying on his or her legacy and cause today?