

# Recognizing Individuals of Global Humanity for a Tolerant Society

## **Rationale:**

The educational philosophy of the R.I.G.H.T.S. Project is to educate students about the continual evolution of a diverse global society. Through guided research of Human Rights issues, students expose the atrocities of victimization and explore the integrity of human activism. Students then teach their learning community about the context and impact of intolerance by means of an interactive lesson and a call to action via collaborative presentations. The R.I.G.H.T.S. Project is centered on inquiry based learning and hopes to foster understanding and develop new perspectives of participants' own identities within the community as well as the greater multi-cultural society.

Initially established when the English and history teachers collaborated to create an interdisciplinary unit about the Holocaust, students read such literature as *Night*, a memoir from Holocaust survivor Elie Wiesel, and studied the discrimination of the Jews from Kristallnacht to the death camps to the eventual liberation of survivors. Over the years, the project expanded to include other genocides, such as African slavery and the Trail of Tears, and has currently evolved to include all instances of victimization based on religion, gender, race, ethnicity, health and disabilities, sexuality, and politics.

Students read *Night* and *To Kill a Mockingbird* by Harper Lee to study not only victimization but the activism encompassing the victims of these groups. Additional reading options: *I am Malala* by Malala Yousafzai; Chimamanda Adichie's TedTalk "The Danger of a Single Story;" Nikki Giovanni's poem "Nikki-Rosa," etc.

## **Essential Questions:**

- How did certain people, places, or events contribute to the Jewish Holocaust in Europe, the Jim Crow South in the United States, and other instances of victimization and oppression throughout world history?
- How does bearing witness to historical victimization and oppression help us to stop it from happening again or from continuing to happen?
- How does individual personal integrity contribute to social change at large?

## **Before Reading**

**Objective:** Students will be able to critically evaluate and analyze nonfiction sources about historical events, such as the events leading up to the Jewish Holocaust in Europe and the Jim Crow South of the U.S., through guided research activities.

**Performance-based assessments:** (self-selected option to demonstrate mastery)

- Annotated bibliography
- Podcast
- Essay
- Newscast
- journal/diary

- scrapbook

### ***During Reading***

*Objective:* Students will be able to critically analyze and interact with non-fiction memoir writing and fiction through close reading strategies for plot, conflict, characterization, setting, theme and style.

*Texts:* Night by Elie Wiesel and To Kill a Mockingbird by Harper Lee

*Performance-based assessments:* (self-selected option to demonstrate mastery)

- create a book club, complete with self-composed discussion questions, for the reading process (record such discussions via audio, movie, or written)
- create a dialectic journal
- create a dialogic journal
- create a blog

### ***After Reading***

*Objectives:* Students will create a call to action based on research of examples of victimization and activism from history based on one of the following topics:

- Gender
- Religion
- Sexuality
- Ethnicity
- Politics
- Health/Disabilities

Components for presentation:

- historical context
- history of victimization
- history of activism
- call to action
- interactive activity/activities
- Creative product
  - Options include: short film, poster(s), brochure, television advertisement, interactive timeline

### ***Standards***

All twelve of the [National Council of Teachers of English standards](#) are addressed with this project.

### ***Credit***

The RIGHTS Project is the brainchild of one of the most innovative, passionate educators I've ever had the honor to call a colleague and a friend, Ms. Beth Ryce. Thank you for your continued hard work and dedication, Beth!