

To be or not to be righteous/Ser o no Ser justos

Overview Information

Lesson plan title: To be or not to be ... Righteous/Ser o no Ser...justos

Name of teachers:

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Category: Language Acquisition, Global studies, social justice

Grade Level: 9-12

Total required time to teach lesson: 2 weeks (approximately 10 lessons)

Summary: This lesson will help students understand the meaning of acting righteous by exploring 4 Centropa films and discussing the Declaration of Human Rights. Students will be able to define what is righteous, how to act righteous by analyzing personal stories from the Centropa website. In small groups, students will create a fictional story based on real life events to explain how they will act righteous if presented with the opportunity. As a conclusion, students will write a letter of protest/an official letter to present an injustice they have observed in their community.

Required Materials

Films:

1. Three Promises
(<https://www.centropa.org/centropa-cinema/matilda-kalef-three-promises>)
2. Survival in Sarajevo -- Friendship in a Time of War
<https://www.centropa.org/centropa-cinema/prezivjeti-u-sarajevu-prijateljstvo-za-vrijeme-rata>
3. Miksa Domonkos: The mayor who worked in hell
<https://www.centropa.org/centropa-cinema/miksa-domonkos-mayor-who-worked-hell>
4. Return to Rivne: A Holocaust Story
<https://www.centropa.org/centropa-cinema/return-rivne-holocaust-story>
5. Oskar Schindler Righteous Among the Nations
<https://www.youtube.com/watch?v=w5qit7693cE>

Visual materials:

Photos of "Righteous Among the Nations"

<https://www.centropa.org/search/site/Righteous%20Among%20the%20Nations?f%5B0%5D=buindle%3Aphoto>

Human Rights Poster in English/Spanish

<https://www.liberties.eu/es/infographics/declaracion-universal-de-los-derechos-humanos/2>

<https://pin.it/3ypfxofj5b3brw>

Technology tools:

- Padlet
- Google documents
- Video creation software

Background Information

Context for the Lesson

Spanish IB

Prescribed Theme: Sharing the planet (Human Rights, Peace and Conflict), Social Organization (Social Engagement and Community) and Experiences (Life Stories)

English: Coursebook unit “Taking a stand” (Students talk about politics and political action learning related vocabulary, read and understand articles about freedom of speech as well as political and religious conflicts, discuss and debate on plans of action and write a letter of protest about a local issue)

Enduring Understanding: as global citizens, we are all connected to each other and we must ensure that everyone’s rights are respected to avoid history repeating itself.

Goals/Objectives

Knowledge gained: Students will be able to define what “righteous / justos” means and understand who “righteous among the nations” were, have read and learnt the vocabulary of a simplified version of the Declaration of Human Rights,

Skills acquired: Students will have improved their oral and written communication skills in the target language (English / Spanish),

Behavior affected: empathy, tolerance, learning from past experiences and how to take action instead of being a bystander

The lesson

Motivating the students

To introduce the topic of the project photos of different individuals recognized as Righteous Among the Nations will be used to lead a discussion on who are these individuals, what they have done and what made them different or special?

Stages

Day 1

1. Opening activity: Photos of Righteous Among the Nations
2. Definition of the word *righteous/justos*
3. Explanation of "Righteous Among the Nations"
4. Video *Three Promises*"
5. Discussion of the video. What rights were taken away?

Day 2

1. Background Information on the Declaration of Human Rights
2. Distribution of copies of the Declaration of Human Rights (English/Spanish)
3. Class discussion of the Declaration of Human Rights. What articles are the most important ones? Is one article more important than the other ones?
4. Students will be divided in groups (4-5 students per group)
 - a. Watch extra videos in small groups to get more examples
 - b. Discussion on whether or not you should take a stand when you are confronted with a violation of human rights.

Day 3

Continue with the group work.

1. Conduct research on the specific article and where is being violated at this moment or in recent history.
2. Create a short summary of their research for class discussion

Day 4

Continue with the group work

1. Class discussion on their findings

Day 5-7

Continue with the group work

1. Create a fictional story were your group must take a stand against the specific human right violation you researched and make a short video.

Day 8-9

1. Write a letter of protest/official letter to a government official denouncing the violation of human rights your group researched.

Day 10

1. Share the videos in Padlet and comment on the videos of your classmates and the other classroom's videos. Class discussion of their letters and videos.
2. Reflection essay
3. Vocabulary Test

Concluding activity / assessment:

- Vocabulary test
- Reflection essay (putting vocabulary in context)
- Video (with English subtitles)
- Writing a letter of protest/an official letter