



**Documentaries to Inspire  
Social Change (DISC)  
High School Curriculum**

D I S C

## ***Let's get ready to rumble: The links between the fight for social change in America and South Africa.***

During Colonialism and Apartheid the white minority brutally stole thousands of acres of land from the African majority in South Africa. Consequently, upon independence, whites owned over 87% of the land although they constituted less than 10% of the population. At independence, the African liberation parties struck a deal with the apartheid government. Whites would be able to maintain their jobs and property despite how it was acquired. In exchange, the African majority was promised land reform. More specifically, the African majority was promised the return of the land that was stolen from them. Although it has been 15 years since independence, only one half of the post-apartheid bargain was upheld. A majority of Africans still remain landless and impoverished while the affluent white minority still owns the majority of the land. This is one of the most outrageous injustices of the 21st century, yet few people even know about it. It is important to remember what Reverend Dr. Martin Luther King Jr. said, “an injustice anywhere is a threat to justice everywhere.”

Using the evocative documentary *Sifuna Okwethu* (We Want What's Ours) as the backdrop, this course will explore and connect how this injustice in South Africa relates to the many injustices youth have witnessed in their own communities. The primary goal of the curriculum is to create awareness of the interconnectedness of struggles for social justice around the world. Students will leave the course with an increased global awareness, understanding of the structural foundations of injustice, and an introduction to property rights. This course is designed for students who are not afraid to be engaged and challenged.



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# Course Overview

## **Week 1: Introduction**

Students will receive an overview of the course including the syllabus. Students will work to create a space where each person feels comfortable sharing ideas and questioning the status quo. The facilitators will assess the students' baseline knowledge of geography, history, and law as it pertains to this course.

## **Week 2: Colonialism**

Students will learn about the historical context and political landscape of colonialism in Southern Africa and beyond. They will also learn about the present-day consequences of colonialism and how it affects the lives of everyday people. Students will view relevant segments of the documentary.

## **Week 3: Displacement**

Students will learn about the brutal evictions that occurred under colonialism and apartheid through the documentary. Most importantly, they will connect what happened in Africa decades ago to what is occurring now in Chicago. Students will be introduced to eminent domain, eviction, and theft as legal concepts.

## **Week 4: Resilience**

Students will discuss how people cope with injustice in the film and relate that to coping mechanisms they have observed in their own communities. Students will also discuss how people overcome hardships and allow the experience to strengthen them instead of destroying them.

## **Week 5: Restoration**

Students will connect the film's study of the fight to regain land to other instances where people have fought to reclaim what was unjustly taken from them in the past. By comparing the situation in South Africa with situations in communities like the South Side of Chicago, students will recognize and discuss the interconnectedness of the struggle against social injustice.

## **Week 6: Activism**

Students will explore different types of activism and the exponential power of connected social change. Students will dissect the impact of social movements that have successfully linked various community struggles with the human struggle.

**Week 7: Student-initiated action project**

Students will design a service project that will tackle a particular injustice in their community. Students will understand and articulate the correlation between their chosen project and injustice outside the borders of America.

**Week 8: Course reflection**

Students will re-evaluate and discuss their personal views in light of what they have learned throughout the course. Students will write an essay reflecting on Martin Luther King's well known quote "An injustice anywhere is a threat to justice everywhere."

[Each Lesson has a 4-piece sequential module. Each piece of the module is listed in the order it should be done. Be aware that each individual module in a lesson may contain a list of any necessary materials, talking points, or lesson objectives for the instructor]

# [Course] Materials And Activities Guide

Below you will find a list of materials that are necessary to complete the D.I.S.C. curriculum. Please refer to the beginning of each individual lesson for a list of specific materials needed.

- Index Cards
- Construction Paper
- Markers
- Butcher Paper
- Rulers
- Chart Paper
- Timeline
- Fact Sheets
- Props
- Jeopardy Mapping Handout
- Scenarios
- Audio/Video Projector
- DVD Player
- Post-it Notes (Easel Paper?)
- "Social Movement" Sheet
- Blank Paper
- D.I.S.C. Pre/Post Test

# D.I.S.C. Activities Guide

Below you will find a list of all Icebreakers and Guided Activities used in the D.I.S.C. Curriculum. Please refer to each lesson individually for the specific activities covered.

- Emblem Name Tags
- “Four Corners”
- Silent Web – “Injustice”
- Mini-Lecture “Colonialism”
- Role Playing “Colonialism”
- Mapping Activity
- Jeopardy
- American Displacement:  
Eminent Domain, Eviction, and  
Theft
- RSA Video “Promised Land”
- Think-Pair-Share
- Connect The Dots
- Silent Web – “Activism”
- Video “You Centered Activism”
- Guest Speakers
- Youth Designed Project (final  
project)
- Closing Circle

# Week One: Introduction

<h2>Overview &amp; Purpose</h2> <p>Students will get an overview of the course including their syllabus. Students will spend time creating a space where each person feels comfortable sharing ideas and questioning the status quo. The facilitators will assess the students’ baseline knowledge of geography, history, and law as it pertains to this course.</p>	<h2>Education Standards Addressed</h2> <p>What state/county education standards that this lesson satisfies.</p>
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	Student Guide	Teachers Guide
<b>1. Hook</b>	<ul style="list-style-type: none"> <li>- (5 min): On the board write the quote “An injustice anywhere is a threat to justice everywhere.” Students should write down what that means to them on the lined side of the index card provided. On the blank side write down an injustice that they feel happens consistently in this country</li> <li>- <b>Hook Response:</b> Go around the room and have student share their thoughts and responses to the hook</li> <li>- <b>Emblem Name Tents</b> (Student Introductions): See Activities Guide</li> </ul>	<ul style="list-style-type: none"> <li>- (2 min) Staff Introduction: Name, Job/Profession, and 2-3 specific activities that you do that involve social change</li> <li>(2 min) Course Overview: Distribute and go over course outline. Include lengthier staff bios for student to learn more about their instructors</li> </ul> <p><b>Hook Response</b></p> <ul style="list-style-type: none"> <li>• This should be an engaging process. The instructor should push students to think critically and make connections between their response to the hook and the film clip that they have just viewed. Students should begin to think about the complexity and</li> </ul>



		<p>inter-connectedness among different people, groups, and issues. Ultimately this course is about helping student understand their place within a larger, local, national, and international context</p> <p><b>Emblem Name Tents</b></p> <ul style="list-style-type: none"> <li>• Index Cards</li> <li>• Pre-made construction paper bricks</li> <li>• Markers</li> </ul>
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<p><b>2. Film Session</b></p>	<p>– As a large group, show the film <i>Sifuna Okwethu</i> (We Want What's Ours) in its entirety</p>	<p><b>Film Viewing Objectives</b></p>
		<p>– After the film viewing session, one of the guided activities will ask that students be broken into four groups where they can discuss the film and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Is social injustice occurring?</li> <li>2. Who is being oppressed?</li> <li>3. Who is doing the oppressing?</li> <li>4. What is the solution?</li> </ol>

		<ul style="list-style-type: none"> <li>- Given the relationship between apartheid in South Africa and Jim Crow segregation in the United States, it may be important for you as the instructor to draw the connection between the two and let students think about and analyze it. This may be an important first step for students to take in order to draw the connection between historical injustices in their own country, historical injustices in other parts of the world, and the long term consequences of disenfranchisement that can result from each</li> </ul> <p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>o A/V Projector</li> <li>o DVD Player</li> </ul>
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<p><b>3. Guided Activity</b></p>	<ul style="list-style-type: none"> <li>- <b>Four Corners</b> (10 min): Four Corners is a “get to know you” activity, which requires movement from one corner or space to another. Select either, one for the four-listed topics in the materials section or create your own topic for this activity.             <ol style="list-style-type: none"> <li>1. Either post the topic on the board or simply tell students what the topic is</li> </ol> </li> </ul>	<p><b>Materials</b></p>
		<p><b>Four Corners</b></p> <ul style="list-style-type: none"> <li>- Topic 1: Where are your parents from? Chicago; Outside Chicago, but in Illinois;</li> </ul>

2. Explain to students that each corner of the space represents a particular viewpoint. Then assign each corner its specific viewpoint.
3. Direct students to move to the corner with which they best “identify” (1 min). The instructor should also encourage each student to think about the ways that the viewpoint represented by each corner has shaped or impacted the way that they think about other people, places, and their connections to them.
4. Students, now in their corners, share with one another why they chose that corner, how it represents their interest and discover any common attributes they share (2-3 min)
5. Each corner picks on person to share their groups common attributes with the rest of the class (1 min)
6. Go on to the next topic and repeat the process

- **Mini-Lecture: What is injustice/oppression?**  
Instructor discusses the meaning of the words injustice and oppression and makes connections to how these words are defined through the lens of *Sifuna Okwethu* specifically looking at the history, politics, and cultural backdrop of the film.

Outside of Illinois but in the US; Or outside of the country

- Topic 2: Where have you traveled? Only within the state of Illinois; Only within the USA; Only within North America; Or anywhere in the other six continents
- Topic 3: What do you think is one of the most pressing issues that needs to be addressed in your community? Education; Employment; Crime/Violence; Poverty/Access to resources?
- Topic 4: Do you think one person can make a change in your community? Yes; No; Sometimes; Not Sure.

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<b>4. Knowledge Assessment</b>	<ul style="list-style-type: none"> <li>- <b>D.I.S.C. Pre-Test:</b> <ol style="list-style-type: none"> <li>1. World Map: Students should fill in all 7 continents and as many countries as they know</li> <li>2. Name 3 colonizing countries and 3 colonized countries</li> <li>3. What is apartheid?</li> <li>4. What were the Jim Crow laws?</li> <li>5. Can an eviction be illegal?</li> <li>6. Name South Africa's first democratically elected</li> </ol> </li> </ul>	<b>Other Resources</b>

	<p>president</p> <p>7. Name a social justice movement and a leader of it</p>	
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## Week Two: Colonialism

Overview & Purpose	Education Standards Addressed
<p>Students will learn about the historical context and political landscape of colonialism in Southern Africa and beyond. They will also learn about the present-day consequences of colonialism and how it affects the lives of everyday people. Students will view relevant segments of the documentary.</p>	<p>What state/county education standards that this lesson satisfies.</p>

	Student Guide	Teachers Guide
<p><b>1. Hook</b></p>	<ul style="list-style-type: none"> <li>- Place both of the following quotes on the board and have students chose one and comment on it</li> </ul>	<ul style="list-style-type: none"> <li>- The following quotes represent colonialism from both from the perspective of the colonizer and the colonized</li> </ul>

		<p>“Awakening on Friday morning, June 20, 1913, the South African native found himself not actually a slave but a pariah in the land of his birth.” – Sol Plaatje</p> <p>“ I would say colonialism is a wonderful thing. It spread civilization to Africa. Before it they had no written languages, no wheel as we know it, no schools, no hospital, not even normal clothing” – Ian Smith [former prime minister of Rhodesia]</p>
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<b>2. Film Session</b>	<ul style="list-style-type: none"> <li>- <b>Sifuna Okwethu</b> (We Want What’s Ours) Instructor should play the first half of the film to 10:30</li> </ul>	<b>Film Viewing Objectives</b>
		<b>Materials Needed</b> <ul style="list-style-type: none"> <li>○ A/V Projector</li> <li>○ DVD Player</li> </ul>

<b>3. Guided Activity</b>	<ul style="list-style-type: none"> <li>- <b>Jeopardy Mapping Handout</b> (See Handout)</li>   <li>- <b>Mini Lecture: Colonialism</b></li>   <li>- <b>Colonial Re-enactment/Role Play</b> Students will take turns acting out a predetermined scenario from the timeline. Instructor will assign each of the four corners of the room one of the following labels: Colonized, Colonizer, Middle Men, and Rebels</li>   <li>- <b>Colonialism Case Study</b> Students will break into groups and each group will deal with a particular “case study” of colonialism.</li> </ul>	<b>Materials</b>
		<ul style="list-style-type: none"> <li>- <b>Jeopardy Mapping Handout</b> Students will complete the mapping handout and hold on to them until the end of class. Students will need the handout and a pen or pencil. [explain what is being tested/ see e-mail]</li> <li><b>Materials Needed</b> <ul style="list-style-type: none"> <li>○ Jeopardy Mapping Handout</li> <li>○ Pen or Pencil</li> <li>○ Prizes</li> </ul> </li>   <li>- <b>Mini Lecture: Colonialism</b> Instructor should give a historical framework of colonialism and provide a timeline and fact sheet. This discussion should examine the different motives for colonialism (e.g., trade, access to natural resources, land expansion, etc.). Instructors should also help students understand the different ways in which colonialism has taken hold and the contexts in which colonialism has thrived. Students should also understand that not all colonialism looks and/or operates the same. For example, British colonialism in the US vs. British colonialism in Africa and India. This discussion should also ask students to think about what roles race and religion might play in the colonizer vs. colonized</li> </ul>

relationship? Does colonialism still exist today? If so what does this neo-colonialism look like? (for example the relationship between the US and its protectorates). The big question for students to consider is “What happens to the people who already occupy a space when a new, more powerful force invades?”

– **Colonial Re-enactment/Role Play**

After students perform their assigned roles, ask them to think about the role that they played and go to one of the four spaces in the room that you have designated, either: Colonized, Colonizer, Middle Men, or Rebels. Have the four groups discuss why they congregated under their particular sign. The instructor should ask students who they were in their scenario to determine whether they are in the right space. The instructor should engage students who are not in the right space to help them better understand their role in colonialism. Students should be challenged to think about the ways that each of these roles created, perpetuated, or resisted social injustice. In doing so, students should think about the interconnectedness of each of the roles and question whether alliances or connections among the groups help to continue or eradicate the social injustice.



		<ul style="list-style-type: none"> <li>- <b>Materials Needed</b> <ul style="list-style-type: none"> <li>o Timeline/Fact Sheet</li> <li>o Props</li> <li>o Colonialism Scenarios</li> </ul> </li>   <li>- <b>Colonialism Case Study</b> <span style="background-color: yellow;">[see e-mail]</span>  While students are broken up into their groups and working on their colonialism case study, instructors should ask the students to consider and write their answers to the following questions: <ol style="list-style-type: none"> <li>1. What is the motive of the colonizers?</li> <li>2. What is the reaction or experience of the colonized?</li> <li>3. How, if ever, was the system eventually overturned?</li> <li>4. What are the lasting repercussions of the colonization?</li> </ol> </li> </ul>
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<b>4. Knowledge Assessment</b>	<ul style="list-style-type: none"> <li>- At the end of the lesson give students the answer to the Mapping Jeopardy with a special prize to the group that does the best</li> </ul>	<b>Other Resources</b>

# Week Three: Displacement

<p style="text-align: center;"><b>Overview &amp; Purpose</b></p> <p>Students will learn about the brutal evictions that occurred under colonialism and apartheid through the documentary. Most importantly, they will connect what happened in Africa decades ago to what is occurring now in Chicago. Students will be introduced to eminent domain, eviction, and theft as legal concepts.</p>	<p style="text-align: center;"><b>Education Standards Addressed</b></p> <p>What state/county education standards that this lesson satisfies.</p>
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	<b>Student Guide</b>	<b>Teachers Guide</b>
<p><b>1. Hook</b></p>	<ul style="list-style-type: none"> <li>- <b>Silent Web using the word “Injustice”</b> <ol style="list-style-type: none"> <li>1. Put the word “Injustice” on the board and circle it</li> <li>2. Allow students one at a time to come up and write a thought or word connected to any other word or comment placed on the board.</li> <li>3. Make sure each student draws a connecting line to the word or comment that triggered his or her</li> </ol> </li> </ul>	<p style="text-align: center;"><b>Silent Web “Injustice”</b></p> <ul style="list-style-type: none"> <li>- The silent web activity is a way for students to communicate with each other without talking. Once the word is placed on the board and circled, students each take a turn placing their thought on the board and connecting it to either the initial word or</li> </ul>

	response.	another students word
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<b>2. Film Session</b>	<ul style="list-style-type: none"> <li>- Play students the RSA Documentary titled "Promised Land" [Get from CK Library and identify clips to play]</li> </ul>	<b>Film Viewing Objectives</b>
		<p>Students will watch a clip from this short documentary to gain some initial insight on displacement</p> <p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>○ A/V Projector</li> <li>○ DVD Player</li> </ul>

<b>3. Guided Activity</b>	<b>1. Direct Instruction</b>	<b>Materials</b>
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	<p>Instructors will go over the following words with various world examples</p> <ol style="list-style-type: none"> <li>1. Eminent Domain</li> <li>2. Eviction</li> <li>3. Theft</li> </ol> <p>2. <b>Group Activity (15 min)</b></p> <ol style="list-style-type: none"> <li>1. Break students into 3 groups</li> <li>2. Provide each group with noteworthy American Displacement scenarios</li> <li>3. Have each student discuss their scenarios and decide whether it was Eminent Domain, Eviction, or Theft. In each case, students should discuss whether the displacement was just or unjust. Where it was unjust, how could the displacement have been handled more fairly?</li> <li>4. While students are still in their groups, have them think of any examples of Eminent Domain, Eviction, or Theft in their community or state.</li> </ol>	<ul style="list-style-type: none"> <li>- <b>Direct Instruction</b> <ol style="list-style-type: none"> <li>1. Eminent Domain – Narita International Airport, Tokyo Japan [add info]</li> <li>2. Eviction – Before the lesson, the instructor should visit <a href="http://www.Amesty.org">www.Amesty.org</a> and search for “forced evictions.” This organization provides many great and current worldwide examples of forced evictions.</li> <li>3. Theft – Iraq Burin [add info]</li> </ol> </li> <li>- <b>Group Activity</b> [Chicago Housing Authority vs. Native American Displacement]</li> </ul>
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<p><b>4. Knowledge Assessment</b></p>	<ul style="list-style-type: none"> <li>- Have each student either write a poem or an essay about resiliency to share at the beginning of class the following week</li> </ul>	<p style="text-align: center;"><b>Other Resources</b></p>
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## Week Four: Resilience

### Overview & Purpose

Students will discuss how people cope with injustice in the film and in their communities. Students will also discuss how people overcome these hardships and allow the experience to strengthen them instead of destroying them.

### Education Standards Addressed

What state/county education standards that this lesson satisfies.

	<b>Student Guide</b>	<b>Teachers Guide</b>
<b>1. Hook</b>	<ul style="list-style-type: none"><li>- Students share their poems about resiliency assigned the previous week</li></ul>	

<b>2. Film Session</b>	<ul style="list-style-type: none"> <li>- Documentary Clip from the Little Rock Nine</li> <li>- [Find Clip from our film to replace, then redo viewing objectives]</li> </ul>	<p style="text-align: center;"><b>Film Viewing Objectives</b></p> <hr/> <ul style="list-style-type: none"> <li>- After the clip has played, instructors should ask students to think about the following questions:             <ol style="list-style-type: none"> <li>1. How is this an example of resilience?</li> <li>2. What were these students and their families being resilient against?</li> <li>3. How did this individual show of resilience connect to the larger resistance and resilience themes of the civil rights movement?</li> <li>4. What was the short and long-term impact of this resilience?</li> </ol> </li> </ul> <p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>○ A/V Projector</li> <li>○ DVD Player</li> </ul>
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<b>3. Guided Activity</b>	<ul style="list-style-type: none"> <li>- <b>Think-Pair-Share</b> <ol style="list-style-type: none"> <li>1. Have students break into groups of two (three's if necessary)</li> <li>2. Have each pair of students share amongst themselves a moment when they or somebody they know was being resilient</li> <li>3. Have students then share with the entire class</li> </ol> </li> </ul>	<p style="text-align: center;"><b>Materials</b></p> <hr/>
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	<p>examples of resiliency that stood out from what they discussed in their pairs</p> <p>4. The instructor should capture their responses on the board</p>	
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<p><b>4. Knowledge Assessment</b></p>	<ul style="list-style-type: none"> <li>- The instructor should ask two students to lead a conversation among their peers about the scenarios captured on the board. Students will have to dissect the scenarios and answer these key questions:             <ol style="list-style-type: none"> <li>1. Is social justice occurring?</li> <li>2. Who is being oppressed?</li> <li>3. Who is doing the oppressing?</li> <li>4. What is the solution?</li> </ol> </li> </ul>	<p><b>Other Resources</b></p>

## Week Five: Restoration

### Overview & Purpose

Students will connect the fight to regain their land seen in the film with other instances where people have fought to reclaim what was unjustly taken from them in the past. By comparing the situation in South Africa with situations in their own communities. Students will recognize and discuss the interconnectedness of the struggle against social injustice.

### Education Standards Addressed

What state/county education standards that this lesson satisfies.

	Student Guide	Teachers Guide
1. Hook	<ul style="list-style-type: none"><li>- <b>Voices of Cabrini: Remaking Chicago's Public Housing</b> [add specific sections from 30 minute film]</li></ul>	<ul style="list-style-type: none"><li>- <b>Voices of Cabrini: Remaking Chicago's public Housing</b> This movie is located at <a href="http://vimeo.com/8207992">http://vimeo.com/8207992</a></li></ul>



<b>2. Film Session</b>	<ul style="list-style-type: none"> <li>- <b>Sifuna Okwethe</b> (We Want What's Ours) Instructor should show the second half of the movie starting at 10:30</li> </ul>	<p style="text-align: center;"><b>Film Viewing Objectives</b></p> <hr/> <p style="text-align: center;"><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>○ A/V Projector</li> <li>○ DVD Player</li> </ul>
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<b>3. Guided Activity</b>	<ul style="list-style-type: none"> <li>- <b>Connect The Dots</b> (20 min)</li> </ul>	<b>Materials</b>
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	<ol style="list-style-type: none"> <li>1. Create 5 groups: Housing, Education, Civil Rights, Gender, Economics</li> <li>2. In each group, students should discuss their example, and come up with a local example that is similar, and compare</li> <li>3. Each student group should elect one person to report their salient observations to the entire class</li> </ol> <p>[Prof. A, your comments seem unclear. Am I removing this entire section and replacing it with just one bullet point?]</p>	<ul style="list-style-type: none"> <li>- <b>Connect The Dots</b> The discussion for this exercise should mirror the discussion from the “Colonialism” week. More specifically, the discussion should ask these general questions             <ol style="list-style-type: none"> <li>1. How do these groups suffer from injustice?</li> <li>2. Why have these groups been singled out to be the victims of this injustice?</li> <li>3. What benefit do the perpetrators of the injustice receive?</li> <li>4. How do the perpetrators operationalize and/or maintain the injustice?</li> <li>5. What kind of resistance or resilience have the victims of the injustice been able to demonstrate?</li> <li>6. What kinds of resistance/resilience strategies would the students recommend?</li> </ol> </li> </ul>
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<b>4. Knowledge Assessment</b>	<ul style="list-style-type: none"> <li>- Go back to the original quote “An injustice anywhere</li> </ul>	<b>Other Resources</b>
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	<p>is a threat to justice everywhere” and have each student write a small paragraph connecting one of the injustices abroad discussed earlier in the class to a specific program in our country or their own community. i.e. a student could connect an “injustice” scenario about lack of educational access in Africa to under-resourced failing schools in poor urban neighborhoods</p>	
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## Week Six: Activism

Overview & Purpose	Education Standards Addressed
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What state/county education standards that this lesson satisfies.

Students will explore different types of activism and the exponential power of connected social change. Students will dissect the impact of social movements that have successfully linked various community struggles with the human struggle.

	<b>Student Guide</b>	<b>Teachers Guide</b>
<b>1. Hook</b>	<ul style="list-style-type: none"> <li>- <b>Silent Web using the word “Activism”</b> <ol style="list-style-type: none"> <li>1. Put the word “Activism” on the board and circle it</li> <li>2. Allow students one at a time to come up and write a thought or word connected to any other word or comment placed on the board.</li> <li>3. Make sure each student draws a connecting line to the word or comment that triggered his or her response.</li> </ol> </li> </ul>	<p><b>Silent Web “Activism”</b></p> <ul style="list-style-type: none"> <li>- The silent web activity is a way for students to communicate with each other without talking. Once the word is placed on the board and circled, students each take a turn placing their thought on the board and connecting it to either the initial word or another students word</li> </ul>

<b>2. Film Session</b>	<ul style="list-style-type: none"> <li>- <b>Video Clip: Youth Centered Activism</b></li> </ul>	<b>Film Viewing Objectives</b>
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	<ol style="list-style-type: none"> <li>1. Voices of Youth In Chicago Education (youth combating the dropout crisis)</li> <li>2. Top Youth Activism Victories of 2008</li> </ol>	<p><b>Youth Centered Activism</b></p> <ol style="list-style-type: none"> <li>1. V.O.Y.C.E. - <a href="http://www.voyceproject.org/">http://www.voyceproject.org/</a></li> <li>2. [Not a film clip] <a href="http://current.com/1ocoi4c">http://current.com/1ocoi4c</a></li> </ol> <p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>○ A/V Projector</li> <li>○ DVD Player</li> <li>○ Internet Connection</li> </ul>
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<p><b>3. Guided Activity</b></p>	<ul style="list-style-type: none"> <li>- <b>Guest Speaker</b> (35 min)</li> <li>- <b>Writing Exercise</b> <ol style="list-style-type: none"> <li>1. Instructor should hand out to each student a half-sheet of paper containing the following quote from Frederick Douglas. <p style="margin-left: 40px;">“Let me give you a word of the philosophy of reform. The whole history of the progress of human liberty shows that all concession...have been born of...struggle. [I]f there is no struggle there is no progress. Those who profess to favor freedom and yet depreciate agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightening.</p> </li> </ol> </li> </ul>	<p><b>Materials</b></p>
		<ul style="list-style-type: none"> <li>- <b>Guest Speaker</b> Instructor should have an interactive guest speaker talk about their role as an activist and what inspired their activism. The speaker should also talk about how they have been personally affected by the work they do and what advice they would give a youth on becoming a leader or catalyst for social change.</li> <li>- <b>Writing Exercise</b> Have each student read over and consider the following quote from Frederick Douglas. The instructor should explain any language in the quote</li> </ul>

	<p>They want the ocean without the awful roar of its many waters.”</p> <p>“This struggle may be a moral one, or it may be a physical one, and it may be both moral and physical, but it must be a struggle. Power conceded nothing without a demand. It never did and it never will...[M]en may not get all they par for in this world; but they must certainly pay for all they get. If we ever get free from the oppression and wrongs heaped upon us, we must pay for their removal. We must do this by labor, by suffering, by sacrifice, and if needs be, by our lives and the lives of others.”</p> <p>2. Students should think about and evaluate the quote in light of all the material covered thus far [see e-mail]</p>	<p>that is ambiguous.</p>
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<p><b>4. Knowledge Assessment</b></p>	<p>- <b>Personal Movement</b> Students should think about and briefly answer this question: “What’s the injustice I want to try and fix?”</p>	<p><b>Other Resources</b></p>
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## Week Seven: Student-Initiated Action Project

## Overview & Purpose

Students will design a service project that will tackle a particular injustice in their community. Students will understand and articulate the correlation between their chosen project and injustice outside the borders of America.

## Education Standards Addressed

What state/county education standards that this lesson satisfies.

	Student Guide	Teachers Guide
<b>1. Hook</b>	<ul style="list-style-type: none"><li>- The instructor should write the following quote on the board and have students talk about what it means to them:  “The true test of the American ideal is ether we’re able to recognize our failing and then rise together to meet the challenges of our time. Whether we allow ourselves to be shaped by events and history, or whether we act to shape them.”</li><li>- <b>Brainstorm</b> Instructors should help students brainstorm and identify any and all social justice problems that are occurring in their community.</li></ul>	

<b>2. Film Session</b>	[ show the last part of the film where the family decides they must go to court]	<p style="text-align: center;"><b>Film Viewing Objectives</b></p> <hr/> <p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>○ A/V Projector</li> <li>○ DVD Player</li> </ul>
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<b>3. Guided Activity</b>	- <b>Student-Initiated Action Project</b> (40 min)	<p style="text-align: center;"><b>Materials</b></p>
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	<ol style="list-style-type: none"> <li>1. After the brainstorming session, the class votes on one of the social justice problems to work on</li> <li>2. Depending on the size of the class the instructor may either chose to work with all students on this project or divide them up into small groups</li> <li>3. The action project should deal with a specific issue in their community that they would like to get involved with</li> <li>4. The class, or each student group, should create a document that shows others how to get involved in the issue they are researching.</li> <li>5. Student should share their completed documents with each other, and be encouraged to share them with others they know.</li> </ol>	<ul style="list-style-type: none"> <li>- <b>Student-Initiated Action Project</b> <ol style="list-style-type: none"> <li>1. Instructors should help students think about issues that effect the students community</li> <li>2. The Document that student create should be clear enough that someone picking it up has a clear idea of what the problem is, what are some of the possible solutions, and how they can get involved. i.e. School closing down, the school needs funding or books, and that they can write their congressman</li> <li>3. Depending on the Action Plan that the students develop, the instructor may ask each student to be responsible executing a specific role or part of the action plan. If the Students Action plan</li> </ol> </li> </ul>
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<b>4. Knowledge Assessment</b>	<b>Student Action Plans</b>	<b>Other Resources</b>

## Week Eight: Reflection

<p style="text-align: center;"><b>Overview &amp; Purpose</b></p> <p>Students will re-evaluate and discuss their personal views in light of what</p>	<p style="text-align: center;"><b>Education Standards Addressed</b></p> <p>What state/county education standards that this lesson satisfies.</p>
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they have learned throughout the course. Students will write an essay reflecting on Martin Luther King’s well known quote “An injustice anywhere is a threat to justice everywhere.”

	<b>Student Guide</b>	<b>Teachers Guide</b>
<b>1. Hook</b>	<ul style="list-style-type: none"><li>- Instructor should place the original quote from week one on the board and ask students to write about what it now means to them using the themes, vocabulary, information, and emotion that has been shared over the last 8 weeks:  “Injustice anywhere is a threat to justice everywhere”</li></ul>	

<b>2. Film Session</b>	Watch Sinfuna Okwethu in its entirety again	<b>Film Viewing Objectives</b>
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		<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>○ A/V Projector</li> <li>○ DVD Player</li> </ul>
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<b>3. Guided Activity</b>	<p>- <b>Closing Circle</b>          Instructor should lead a discussion with the class that covers the following themes</p> <ol style="list-style-type: none"> <li>1. What am I taking away from this course?</li> <li>2. What have I learned about the struggles abroad that will help me battle the struggles at home?</li> <li>3. The instructor should capture the students responses as part of a collection that will be sent to our sister groups in South Africa</li> </ol>	<b>Materials</b>

<b>4. Knowledge Assessment</b>	[DISC Post-Test]	<b>Other Resources</b>

## Learning Standards Covered

## **Illinois State Learning Standards Covered**

**STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

**16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

**16.B.5c (W)** Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.

**16.D.5 (US)** Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.

**16.D.5 (W)** Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.

**16.E.5b (W)** Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.

**STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**17.B.5** Analyze international issues and problems using ecosystems and physical geography concepts.

**17.D.5** Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).

**STATE GOAL 18: Understand social systems, with an emphasis on the United States.**

**18.A.5** Compare ways in which social systems are affected by political, environmental, economic and technological changes

**STATE GOAL 14: Understand political systems, with an emphasis on the United States.**

**14.E.5** Analyze relationships and tensions among members of the international community.

**STATE GOAL 4: Listen and speak effectively in a variety of situations.**

**4.B.5a** Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.

**4.B.5b** Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.