

# RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights



## Human Rights Education

The Human Rights Education Program is designed to introduce international human rights and responsibilities to K-12 students. It uses the framework of the Universal Declaration of Human Rights to help students understand and appreciate common human values, to encourage them to apply international standards to their own lives, and to support positive student action to remedy human rights violations in their own communities.

## The Arts Edition

*"Art does not exist only to entertain but also to challenge one to think, to provoke, even to disturb, to engage in a constant search for the truth."*

~ Barbra Streisand



**The Pieces that Make Me**  
By McEwan Rodefeld, Grade 4  
Human Rights Poster Contest Winner 2008

All forms of art - drama, music, visual art, poetry, film, photography, and dance - stimulate connections between people. They are forms of expression often used to promote social change and to stand up for human rights. Art communicates across boundaries of geography, politics, gender, and race. Human rights too, cross all divides and belong to every individual on the planet. Simply put, art reflects us – we experience art together. It makes us feel human, and moves us to protect the human rights of others.

In the classroom, the arts provide an invaluable tool through which teachers can attempt to address sensitive and challenging human rights issues. As one human rights educator stated:

*"...Arts by their very nature are viewed as tools for change, the development of consciousness and as mobilization for actions. All of this applies so well to the understanding of human rights and the skills*

*needed to enforce and empower students to take action. Everything students read, enact, create, showcase, write or perform ties to human rights exploration. We have had great success using theatre, music, dance and writing to allow students to give voice to human rights issues, in this country, other countries and even within school cultures. It is this direct link and exploration that drives artists of all ages - and affects change."* ~ Sandy Borren Barrett, Associate Artistic Director, Stages Theatre, Hopkins, MN

Human rights themes and art can connect in the classroom in many ways. Here are just a few examples:

### Diversity

Human Rights provide both the opportunity to affirm the value of human diversity and identify a threat to cultural identities where languages and cultural traditions are disappearing. Artistic forms and styles can be used to reassert identities. For example, people transported as slaves to the Americas were forced to repress their cultural traditions. Despite this, song and storytelling were developed as a means of resistance; and blues, gospel and jazz helped to shape African-American identity. Today, many African musicians use rap and hip-hop as an expression of defiance, protest and social conscience.

### Activism

Just as the arts can be used as propaganda, it can also act as a social conscience where rights and freedom are under threat. Satirical songs, drama and cartoons are all ways in which artists highlight hypocrisy and abuse of power. Cultural and artistic freedoms have even been written into the Universal Declaration of Human Rights.

### Positive social change

The arts often reflect the status quo but can also point to change and new possibilities. Art with a political or social message can be a powerful force for those challenging injustice. It can also symbolize aspirations for an alternative future. As teachers, we have the power to affect change in many ways.

Packed full of lesson plans, activities, ideas, resources, and websites all dedicated to transforming learning in and through the arts, this Arts edition of Rights Sites News is designed to help teachers use the power of art to advance, protect, and celebrate human rights in their classroom. As Article 27 of the Universal Declaration of Human Rights states, *"Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits."*

### In This Issue:

Lesson: Understanding Human Rights Through Music And Poetry	2, 3
34 Ways to Infuse Human Rights and Art in the Classroom	4
Start with Art Weblinks	5
Human Rights and Visual Art Resources	6
Human Rights and Film/Media/Photography Resources	7
Human Rights and Music Resources	8
Human Rights and Performance Arts/Poetry Resources	9
10 Lessons the Arts Teach	10
Featured Book: We Are All Born Free	10
Reading List: Human Rights and Art	11
Events Calendar	12

## Understanding Human Rights Through Music And Poetry

**Goal:** To teach children about the struggle against oppression throughout history

**Grade Level:** 8-12

### Objectives:

- Students will be exposed to poetry and music from different countries in regard to human rights and oppression
- Students will be able to analyze and interpret poetry and music from different cultures
- Students will be able to identify the major themes of human rights struggles in poetry and music from different time periods and different countries and the circumstances that surround them
- Students will be able to recognize how poetry and music are used to express political statements and sentiments to listeners
- Students will create their own poem or song lyrics expressing an issue of human rights to be presented to the class

**Time Frame:** 2-3 class periods

**Materials:** CD/Tape player, various poems, and song lyrics either as handouts or overhead transparencies, and copies of worksheets to use as guides for analyzing specific poems or song lyrics (optional).

**Background:** Oppression is a common theme among the histories and struggles of people worldwide. It is often difficult for students to understand the struggle and plight of people in another country. Poetry and music serve as historical documents to explore the issues and circumstances surrounding these events. Poetry and music can also serve as a vehicle for students to internalize issues of injustice and generate empathy for international struggles for human rights as well as their own experience of oppression. This lesson can be modified to introduce the issues of human rights and the struggle for human rights as a global concept. Numerous poems and music can be used to address specific or general topics.

### Procedure:

- 1. Brainstorm.** Ask students to brainstorm different words that identify with the concepts of rights and justice - write the words on the chalkboard. Once a list has been completed, go through various concepts and ask students to clarify their statements.

#### Questions for discussion:

- What does justice mean?
- What are rights?
- Who protects/guarantees these rights?
- How are these rights oppressed?

- 2. Generate List.** Ask students to use examples of poetry and music that deal with the issue of human rights. Offer examples of popular music to help activate ideas (see lists of suggested poems and songs on page 3). Ask students to explain the motivation and background behind the songs and poems they listed.

- 3. Read.** Introduce the poem by Martin Niemoller (a victim of the Holocaust) to demonstrate how poetry can be used as an instrument to advocates for human rights. Allow time for students to analyze the poem and the following questions:

#### Questions for discussion:

- What is the major theme of the poem?
- What are the historical circumstances around this poem?
- What is the author saying about responsibility?
- Do you share this point of view?

As a class, discuss the answers to these questions.

### PASTOR MARTIN NIEMOLLER POEM

**FIRST THEY CAME** for the Communists, and I didn't speak up because I wasn't a Communist.

**THEN THEY CAME** for the Jews, and I didn't speak up because I wasn't a Jew.

**THEN THEY CAME** for the trade unionists, and I didn't speak up because I wasn't a trade unionist.

**THEN THEY CAME** for the Catholics, and I didn't speak up because I was a Protestant.

**THEN THEY CAME** for me, and by that time no one was left to speak up.



- 4. Choose a Poem.** Distribute packets of various poems and song lyrics to students. Allow time for students to read silently. Have the student choose one poem or song to analyze. Students should be told to look for the theme, human rights issue, and historical circumstance, and what lead the author to express this point of view. (Depending on the level of the class, this aspect of the lesson can either be student driven or the instructor may lead the class through each of the various poems and songs to help provide historical background).
- 5. Analyze.** Once students have selected an individual poem or song, have them answer the following questions either on a worksheet or in a journal. Allow time for students to read and answer the questions. This may be done in class or as a homework assignment for the following day depending on the time frame of the class.

**Questions for analysis of poem or song:**

- What is the theme of the poem/song? What does it express most clearly?
- What is the poem/song saying about human rights and justice (or injustice/oppression)?
- What images reinforce the meaning behind the poem/song?
- What are the historical circumstances surrounding this poem/song? (briefly summarize)
- Do you agree or disagree with the ideas expressed in this poem/song?
- Is there a group of people in this country (or elsewhere in the world) that would agree or disagree with this poem/song? Who are they and why do you think they would agree or disagree?

- 6. Small Group Work.** Once students have completed their analysis of the poem or song, split the students up into small groups and ask them to share their poem and analysis with their group members. Ask group members to offer their feedback on the pieces they hear and critique the other group members analyses of their poems.

- 7. Create.** Students will be asked to create their own poem/song. Urge them to use the words brainstormed during the beginning of the lesson, poems and songs provided, and outside resources (magazine articles, newspapers, television and radio broadcasts, etc.) to help produce their product. It is important for each student to internalize the aspect of human rights that they feel affects them most. Encourage students to express their feelings in the form they feel most passionate about (i.e. poetry, rap, rock, thrash, metal, etc.). Each student will present or perform their original work to the class. Provide the following guidelines for the assignment:

Create your own poem or song describing an aspect of human rights and oppression in society. Follow the guidelines below and be prepared to share your work with the class.

- Poems/songs needs to be creative, unique and original. (Do not plagiarize someone’s work!)
- Poems must be over ten lines in length.
- You must write a one-page summary detailing the major theme and background of your work.
- You must also state how your poem/song relates to the concept of human rights and justice.

**Suggested Songs**

*Message in the Belly* by Digable Planets  
*Zimbabwe* by Bob Marley and the Wailers  
*Get Up, Stand Up and War* by Bob Marley  
*Seconds, The Refugee and Bloody Sunday* by U2  
*Know Your Rights* by The Clash  
*Holiday in Cambodia* recorded by the Dead  
*Kennedys*  
*Give Peace a Chance and Imagine* by John Lennon  
*Shelter* by Sarah McLachlan  
*Strange Fruit* by Billie Holiday  
*It’s Going Down Slow and Call It Democracy* by Bruce Cockburn

*Black Day in July* by Gordon Lightfoot  
*We Shall Overcome* by Joan Baez  
*The Times They Are a’Changing* by Bob Dylan  
*He’s Gonna Step on You Again* by John Kongos  
*Bury My Hear at Wounded Knee and Universal Soldier* by Buffy Sainte-Marie  
*For What It’s Worth* by Buffalo Springfield  
*They Dance Alone* by Sting  
*Tears are Not Enough* by Bryan Adams and David Foster

**Suggested Poems**

*God to Hungry Child* by Langston Hughes  
*Palestinian* by Harun Hashin Raskid  
*Ain’t I A Woman* by Sojourner Truth  
*I Am Only One Person* author unknown  
*Requiem* by Anna Akmatova  
*The Unknown Citizen* by W.H. Auden  
*Cold and Letters to Martha* by Dennis Brutus  
*They Cut Me in Two* by Nina Cassian  
*Hope* by Ariel Dorfman  
*From a Man in Solitary* by Nazim Hikmet  
*Solidarity with Mozambique* by Phillip Lopate



Source: Adapted from “Understanding Human Rights Through Music And Poetry” by the Rock and Roll Library. To download more great lessons from the Rock and Roll Library please visit, [www.rocklibrary.com/default.aspx](http://www.rocklibrary.com/default.aspx)



## 34 WAYS TO INFUSE HUMAN RIGHTS AND

Sources: Adapted from "More than 50 ideas for commemorating the UDHR" at [www2.ohchr.org/english/issues/education/training/50ideas.htm](http://www2.ohchr.org/english/issues/education/training/50ideas.htm) and "Ideas for Human Rights Education" at [www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/Human\\_rights\\_final.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/Human_rights_final.pdf)

1. **Create a human rights hallway.** Designate a hallway where each article of the UDHR is illustrated in some way. Murals could also be developed.
2. **UDHR "travelling textbooks."** Paint or decorate vehicles (e.g., buses, cars, or utility vehicles) with UDHR celebration information; a fleet of vehicles could each bear a different article of the UDHR. Offer an award for original design.
3. **Develop an oral history project.** Interview elders, especially those born before 1948, about their human rights experience (how are their lives different because of the UDHR?). These oral histories could be published or turned into dramatic presentations.
4. **Sponsor school art competitions** on the UDHR with the winners' work being published, printed on calendars, or otherwise widely distributed.
5. **Create songs relating to the UDHR** that may be performed for other students.
  6. **Create a human rights quilt** with different classrooms or schools creating squares for the quilt.
7. **Host an art exhibition** where students select a human rights issue to develop a piece of artwork using an artistic medium of their choice.
8. **Organize "street theater."** Write a 10-minute story/dramatization highlighting a human rights issue that can be performed for other students. Use dance, theater or other forms of presentation to communicate your message.
9. **Apply for an artist to work with your classroom.** Develop a specific project reflecting your class' beliefs and understandings of human rights issues.
10. **Invite an indigenous artist or musician** to participate in an artist-in-residence program to share music and art history with the students and the community.
11. **Collect pictures** of people and situations portraying human rights violations. Select a picture and discuss what you see.
12. **Write poems** about friendship, love, consideration, respect, loneliness, discrimination, hatred, poverty, equality, and human rights that could be produced as cards or posters.
13. **Write a rap, song, chant, or rhyme** that celebrates what it means to believe, speak and live in freedom or any other human rights issue you feel passionate about.
14. **Write and design logos and phrases that could be used as bumper stickers** to promote human rights, with a particular focus on the rights of the child.
15. **Develop a large scrapbook** that could be placed in an open area in the library. Collect articles and illustrations promoting human rights stories across different issues from the local to the global.
16. **Interview newly arrived students** to find out about their views, feelings and emotions when they first saw their new country. Obtain permission from the students and place their stories in the school newsletter.
17. **Create a map of the world** and show in a visual way the different strategies countries use to protect the environment to maintain a healthy planet.
18. **Organize a human rights festival.** Encourage others to submit works of art in all mediums and hold an open house event to present the entries to the public.
19. **Design a 'human rights friendly' school logo** that could be placed on the school's stationery and building signs.
20. **Build a picture of a human rights issue using a world map** to highlight the extent of the issue and how it relates to different communities and environments.
21. **Plan a dance exhibition** promoting a variety of dances and music. The performance could be video taped and information about each dance including its meaning, purpose, costumes and the typical venue in which it is performed could also be displayed. As follow up, organize a whole school dance.
22. **Highlight school and student involvement in human rights issues.** Include an insert in the school magazine. Students could design and produce the insert as a cooperative learning task.

## ART IN THE CLASSROOM

23. **Create an Art Bench.** As a class gift to your school, create a human rights themed bench.
24. **Human rights on display.** As an on-going class project, match up news items that illustrate particular rights in the UDHR. Include these on school display board. Create a permanent multimedia display that could be placed on the school web page highlighting human rights issues important to the school community.
25. **Promote human rights through film.** Develop a collection of short promotional films to encourage student involvement in human rights issues.
26. **Create your own poetry, folktale, or song** about non-discrimination. Present these to a younger class or create a book that can be given to the school's library.
27. **Create a slide presentation** of a song, poem, etc., which talks about a human right or the fair treatment of others. Share the presentation with other classes.
28. **Research literature** which deals with human rights and responsibilities around the world. Compare and contrast the selections.
29. **Explain art through art.** Using art with a human rights theme, have students write poetry to explain the artist's work or have students find a poem and create a piece of art to represent the message.
30. **Research artists** who have portrayed human rights issues in their artworks.
31. **Google "multicultural folktales"** to find human rights issues discussed in literature throughout the world. Compare and contrast several folktales.
32. **A picture is worth a thousand words.** Take pictures with disposable cameras of human rights issues in your neighborhood, school, or community. Create a collage or write a short story/poem based on a photo you choose.
33. **Create a documentary.** Make a human rights film as a class on an issue you all care about.
34. **Hold an International Foods Fair.** Raise awareness about the different cultures in your school.

## START WITH ART!

Not sure where to start? Check out these great web sites for lesson plans, ideas, and resources that will help you educate your students through art.



<http://artsedge.kennedy-center.org/>

Provides the tools to develop interdisciplinary curricula that fully integrate the arts with other academic subjects. The site provides curriculum materials, student friendly links to cultures, people, themes, times and seasons.



<http://www.artsonia.com/teachers/>

Artsonia is the largest student art museum in the world! Their dream is that every child will have an online art gallery, preserving their masterpieces for all time! Includes a great section for educators with tons of lesson plans.



<http://www.getty.edu/education/>

Developed by the Getty Education Institute for the K-12 art education community. It features free lesson plans, curriculum ideas, art search and index, and more.

## Incredible@rtDepartment

[www.incredibleart.org](http://www.incredibleart.org)

Dedicated to transforming learning in and through the arts for all grade levels and subjects. The site includes lesson plans, weblinks, an art toolbox for teachers, and a comprehensive list of resources.



NATIONAL GALLERY OF ART  
[www.nga.gov/education/index.shtm](http://www.nga.gov/education/index.shtm)

NGA classroom is a place where teachers and students can connect art and curriculum. A searchable database allows you to access lessons by curriculum, topic, or artist. NGAKids provides an interactive "ArtZone" where kids can create their own art online.



[www.pbs.org/art21/education/index.html](http://www.pbs.org/art21/education/index.html)

The Art:21 PBS series and educational materials were developed to familiarize teachers and students with the work of living artists, to provoke critical thinking and problem solving, and to inspire new ways of teaching and learning through the study and appreciation of contemporary art.

## HUMAN RIGHTS and



## RESOURCES

## LESSON PLANS

**We Are All One Family** (Grade K-3)

Medium: Drawing

[www.amnestyusa.org/education/lessonplans/pdfs/family.pdf](http://www.amnestyusa.org/education/lessonplans/pdfs/family.pdf)

This lesson is part of "We Are One Family," an integrated social studies unit that helps students move from defining their own families to exploring a broader definition of "family" that is inclusive of all people.

**Design a Poster for Children's Rights** (Grades 3-5)

Medium: Painting/Drawing

<http://blogadmin.oxfam.org.uk/coolplanet/teachers/literacy/rightlp5.htm>

Learners will explore children's rights and design posters showing the A-Z of Children's Rights. Each letter should represent one or part of one of the articles from the UN Convention on the Rights of the Child.

**See Me, Share My World** (Grades 5-8)

Medium: Painting/Drawing/Photography

[www.planusa.org/yealsmsmworld.php](http://www.planusa.org/yealsmsmworld.php)

A vibrant collection of children's art combined with documentary photos to create a composite portrait of daily life in economically disadvantaged areas around the world. The lessons' reproducible activity sheets reinforce key concepts and offer opportunities for additional enrichment.

**Art and Politics** (Grades 6-12)

Medium: Visual Art

[www.oxfordartonline.com/public/page/lessons/mai\\_7\\_5](http://www.oxfordartonline.com/public/page/lessons/mai_7_5)

The '50s to the '70s were turbulent times, from the Vietnam War, the assassination of President Kennedy, Mao Zedong's Cultural Revolution in China, to the Civil Rights movement in the U.S. This lesson looks at the work of three artists whose work represents ideas and specific events important to the political and social atmosphere of this time.

**Expressing an Immigrant's Story Through Art** (Grades 6-12)

Medium: Writing and Visual Art

[www.nytimes.com/learning/teachers/lessons/20050527friday.html?searchpv=learning\\_lessons](http://www.nytimes.com/learning/teachers/lessons/20050527friday.html?searchpv=learning_lessons)

In this lesson, students consider the stories of two immigrants and translate their past, present, and future into original pieces of artwork.

**Protest Sculpture** (Grades 9-12)

Medium: Sculpture

[www.carearts.org/lessons/protest\\_sculpture.html](http://www.carearts.org/lessons/protest_sculpture.html)

In this three-session lesson, students will create a sculpture that expresses their thoughts and feelings concerning a social issue. The sculpture may awaken the viewer to the problem and possibly motivate them to action or a new understanding of the problem.

**Human Rights Collage of the Berlin Wall** (Grades 9-12)

Medium: Visual Art

[www.idaho-humanrights.org/Documents/intl%20lessons/Germany%20VISUAL%20ARTS.doc](http://www.idaho-humanrights.org/Documents/intl%20lessons/Germany%20VISUAL%20ARTS.doc)

Students learn about German Expressionism and how it evolved; identify images produced during this era; recognize paintings from this era; and understand how the Berlin Wall brought about the art of German Expressionism.

**Art from the Heart** (Grades 9-12)

Medium: Visual Art

<http://learningtogive.org/lessons/unit320/lesson1.html>

Learners will view works of art that advocate for social change and recognize that art can influence social change. Learners select a human rights issue, create a work of art that represents the issue, and write a paragraph of explanation about their work.

**Puzzling Viewpoints** (Grades 9-12)

Medium: Puzzles

[www.princetonol.com/groups/iad/lessons/high/Vivian-puzzle.htm](http://www.princetonol.com/groups/iad/lessons/high/Vivian-puzzle.htm)

In this lesson students will convey a social statement about peace and human rights through the creation a jigsaw puzzle in any medium (drawing, painting, ceramic work, photography, digital, mixed media, etc.)

**Politics and Art** (Grades 9-12)

Medium: Painting

<http://www.gclass.org/tools/Altoids/politics>

This lesson is based on the visual analysis of Michael Patterson-Carver, a contemporary artist whose work engages in a personal form of political activism. In this lesson, students will explore how art and politics interface and how art can be used as a tool for activism.

## RESOURCES

**Access Arts** <http://www.accessart.org.uk/>

Inspirational resources created by artists for visual arts teaching & learning. Employs new and creative approaches to learning particularly for those who learn best visually, spatially and kinesthetically. Their online workshops explore sculpture, drawing, photography, installation art, color and creativity.

**Life in the Shadow of Terror** <http://shadow-terror.ort.org/>

Features artworks created by Israeli students to illustrate their feelings about living with terrorism.

**ARMS into ART** <http://www.africaserver.nl/nucleoleng/index.html>

A virtual exhibition in cooperation with Núcleo de Arte in Maputo, Mozambique of artists who made art out of AK 47 machine guns, landmines and hand weapons.

**My Hero, Visualize Heroism**[www.myhero.com/myherogalleryopen.asp?art=Taft20](http://www.myhero.com/myherogalleryopen.asp?art=Taft20)

An interactive web project that allows students to publicly honor their heroes and others who have made a difference in their lives.

**Learning about the Holocaust through Art**<http://art.holocaust-education.net/>

This website seeks to provide educators and students with high-quality resources and activities on learning about the Holocaust through art.

**NGA Kids BRUSHster** [www.nga.gov/kids/zone/index.htm#brushster](http://www.nga.gov/kids/zone/index.htm#brushster)

An online painting machine program for all ages. This free interactive resource has more than forty brushes and many customizable size, transparency, and stroke options. A rainbow palette, along with a toolbox of special effects that blur, ripple, smudge, blend, and fragment your designs make BRUSHster a full-feature painting program.

# HUMAN RIGHTS and FILM/MEDIA PHOTOGRAPHY RESOURCES

## LESSON PLANS

### Flawed Democracies, Human Rights (Grades K-12)

Medium: Photography

[www.getty.edu/education/for\\_teachers/curricula/historical\\_witness/lesson10.html](http://www.getty.edu/education/for_teachers/curricula/historical_witness/lesson10.html)

Lesson plans for different age groups using photographs and stories to critically analyze the Japanese internment camps in the U.S.

### Human Rights iMovies (Grades 6-7)

Medium: Film

[www.yesnet.yk.ca/schools/wes/webquests\\_themes/human\\_rights/human\\_rights\\_sofie/movies/index.html](http://www.yesnet.yk.ca/schools/wes/webquests_themes/human_rights/human_rights_sofie/movies/index.html)

In this lesson, students choose a traditional peace song, analyze its lyrics for meaning, gather a wide variety of images that depict various aspects of a human rights issue, and create an iMovie with the images.

### Film Curriculum Guides by Amnesty International (Grades 6-12)

Medium: Film

[www.amnestyusa.org/educate/film-curriculum-guides/page.do?id=1091399](http://www.amnestyusa.org/educate/film-curriculum-guides/page.do?id=1091399)

Download films include War Dance, The Kite Runner, Born Into Brothels, Darfur Now, Blood Diamond, and Catch a Fire.

### A Rose by Any Other Name? (Grades 6-12)

Medium: Various Media/Film

[www.nytimes.com/learning/teachers/lessons/20080509friday.html?searchpv=learning\\_lessons](http://www.nytimes.com/learning/teachers/lessons/20080509friday.html?searchpv=learning_lessons)

In this lesson, students share ideas about the origins and use of negative stereotypes and view a video of a Muslim American's response to this issue. They then create visual representations of images from a variety of media that depict specific stereotyped groups and offer ideas about how to confront or change those stereotypes in their school.

### Let There Be Peace (Grades 6-12)

Medium: Film/Storyboard

[www.nytimes.com/learning/teachers/lessons/20021211wednesday.html](http://www.nytimes.com/learning/teachers/lessons/20021211wednesday.html)

In this lesson, students learn about the accomplishments of recipients of the Nobel Peace Prize and create outlines or storyboards for documentaries about the Nobel laureates' lives, achievements and impact.

### Shoot Nations (Grades 9-12)

Medium: Film

[www.plan-ed.org/learningcentre/shootnations/](http://www.plan-ed.org/learningcentre/shootnations/)

Shoot Nations is a global youth photography project that gives young people the chance to express themselves through the lens of a camera.

### Why Vote?: Creating Video PSAs (Grades 9-12)

Medium: Film

[www.pbs.org/pov/pov2008/election/educators/psa.html](http://www.pbs.org/pov/pov2008/election/educators/psa.html)

Write, shoot and edit a 10-30 second public service announcement on the importance of voting.

### Taking Root: The Vision of Wangari Maathai (Grades 9-12)

Medium: Film

[www.pbs.org/independentlens/takingroot/classroom.html](http://www.pbs.org/independentlens/takingroot/classroom.html)

The film explores the courageous journey of Maathai and the Green Belt Movement. Two lessons examine how environmental issues are linked to many other social issues, and how organizations such as the Green Belt Movement use certain strategies to mobilize citizen action toward social and environmental justice.

### Cartoon Commentary (Grades 9-12)

Medium: Cartoons

[www.pbs.org/art21/education/abstraction/lesson2.html](http://www.pbs.org/art21/education/abstraction/lesson2.html)

Compare and contrast the work of political cartoons found in newspapers and magazines with political commentary found in contemporary art.

### Ansel Adams, American Artist and Activist (Grades: 9-12)

Medium: Photography

[http://www.carearts.org/lessons/ansel\\_adams\\_american\\_artist.html](http://www.carearts.org/lessons/ansel_adams_american_artist.html)

Adams was a dedicated artist-activist who played a decisive role in the environmental movement in the U.S. Using Adams' photographs, students will analyze how art influences past and present culture. Students will create their own original artwork as commentary on a social condition.

## RESOURCES

### Breakthrough [www.breakthrough.tv/](http://www.breakthrough.tv/)

A human rights organization using education, media and popular culture to transform attitudes and advance equality, justice and dignity. Provides curriculum and discussion guides to accompany other media to teach about different human rights issues.

### The Hub <http://hub.witness.org/>

The world's first participatory media site for human rights. Through the Hub, individuals and groups around the world can bring their human rights stories and campaigns to global attention and to mobilize action to protect and promote human rights.

### NGA Kids Photo Op. [www.nga.gov/kids/zone/index.htm#photoop](http://www.nga.gov/kids/zone/index.htm#photoop)

A free interactive resource that introduces students to digital photography and digital photo editing. Students explore lighting, focus, shutter speed, and compositional effects. Created by Artzone at the National Gallery of Art, this resource is suitable for all ages.

### Paul Corbit Brown [www.paulcorbitbrown.com/Paul\\_Corbit\\_Brown/Home.html](http://www.paulcorbitbrown.com/Paul_Corbit_Brown/Home.html)

Brown is a photographer whose website and photos are dedicated to honoring and giving voice to those who are least seen or heard.

### Tribal Photo [www.tribalphoto.com/pages/home.html](http://www.tribalphoto.com/pages/home.html)

Tribal Photo is a resource that uses photography to support the defense of human rights and the cultural autonomy of indigenous people.

### Social Documentary [www.socialdocumentary.net/](http://www.socialdocumentary.net/)

This website offers links to collections of photography that promote global awareness and human rights.

### Fazal Sheikh [www.fazalshikh.org/](http://www.fazalshikh.org/)

Sheikh is a photographer and human rights activist who seeks to build respect and understanding for diverse communities around the world. Several of his books can be viewed in their entirety online.

### Teach Peace Foundation [www.teachpeace.com/movies2all.htm](http://www.teachpeace.com/movies2all.htm)

Features a great list of free downloadable social justice films and documentaries.

### PLAN USA [www.planusa.org/contentmgr/showdetails.php/id/172383](http://www.planusa.org/contentmgr/showdetails.php/id/172383)

Check out PLAN's media projects involving youth from around the world designed to promote global action and awareness. Download their guide, "Turn Up the Volume: Children and Youth Advance their Rights in Media" for great ideas. Also find free lesson plans, videos, and more.

# HUMAN RIGHTS and MUSIC RESOURCES



## LESSON PLANS

### From Where Does Prejudice Come? (Grades 6-8)

<http://learningtogive.org/lessons/unit92/lesson2.htm#lesson>

Learners will discover how prejudices are learned, demonstrate how prejudice endangers and limits society, and gain strategies to become more accepting and understanding of others for the common good.

### Jazz and the Crisis Over School Segregation (Grades 6-12)

[www.pbs.org/jazz/classroom/jazzschool.htm](http://www.pbs.org/jazz/classroom/jazzschool.htm)

In this lesson, students will investigate the Civil Rights movement with a focus on Little Rock, Arkansas. Reflect on how Louis Armstrong and other jazz musicians contributed to American music and expressed the zeitgeist of the Civil Rights era through their music.

### Learning the Blues (Grades 8-12)

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=267](http://edsitement.neh.gov/view_lesson_plan.asp?id=267)

This lesson introduces students to the blues, one of the most distinctive and influential elements of African-American musical tradition. Students take a virtual field trip to Memphis, Tennessee and explore the history of the blues in the work of a variety of country blues singers whose music preserves the folk origins of this unique American art form.

### Bob Dylan - No Direction Home (Grades 9-12)

[www.pbs.org/wnet/americanmasters/education/lesson36\\_overview.html](http://www.pbs.org/wnet/americanmasters/education/lesson36_overview.html)

In this lesson, students will describe the era in which Bob Dylan grew up, and examine the cultural and musical influences that shaped his style. Analyze lyrics of his songs for content and meaning.

### Music of the Civil Rights Era (Grades 6-12)

<http://learningtogive.org/lessons/unit53/lesson1.html>

In this lesson, students will understand why "freedom songs" became such an important motivating force during the Civil Rights Movement, 1954-1968. They will also see how important figures in the Civil Rights Movement contributed to the common good.

### Spirituals (Grades 6-12)

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=318](http://edsitement.neh.gov/view_lesson_plan.asp?id=318)

This lesson introduce students to the role that spirituals played in African American history and religion. Learn about the development of the spiritual, which reflects the influence of African religious traditions, Christian traditions, and the conditions of slavery.

### Problems over the Border (Grades 6-12)

[www.rocklibrary.com/Library/Entity.aspx?id=051394b6-1f6f-4c6c-b352-2c5729735a78](http://www.rocklibrary.com/Library/Entity.aspx?id=051394b6-1f6f-4c6c-b352-2c5729735a78)

This lesson reveals the many complex problems of Mexican emigration and its effects on the Mexican people. Through popular music, the students will gain an understanding of the difficulties Mexicans face.

### Breaking the Code: Actions and Songs of Protest (Grades 7-12)

[www.pbs.org/independentlens/februaryone/edu\\_2.html](http://www.pbs.org/independentlens/februaryone/edu_2.html)

This lesson examines some of the ways in which African Americans were treated unfairly under Jim Crow, and learn about life in Greensboro and the Greensboro sit-ins. Discuss the purposes of protest music.

### Music as Social Protest (Grades 9-12)

[www.pbs.org/pov/pov2007/sierraleone/for.html](http://www.pbs.org/pov/pov2007/sierraleone/for.html)

Learn about a musical band born in a West African refugee camp that chooses to fight back against their circumstances with music. Write lyrics to an existing song to address a current social issue.

### Following Muddy's Trail (Grades 9-12)

[www.pbs.org/wnet/americanmasters/education/lesson26\\_overview.html](http://www.pbs.org/wnet/americanmasters/education/lesson26_overview.html)

Through the works of Muddy Waters, learn about the Great Migration of black Southerners to the North and about the relationship between geography, transportation, history, music, culture, and civil rights.

## RESOURCES

### Music for Human Rights [www.musicforhumanrights.org/artists](http://www.musicforhumanrights.org/artists)

Find out which musicians are using their voice to stand up for human rights and what you can do to take action and help spread the word.

### UNITED [www.unitedmusicvideo.org/](http://www.unitedmusicvideo.org/)

A human rights music video that depicts an inner-city kid with a heart for basketball who is confronted by a gang of bullies, and has to fight for his right to play. Includes a pictorial version of the Universal Declaration of Human Rights and ten lesson plans on human rights.

### Rhythm Web [www.rhythmweb.com/](http://www.rhythmweb.com/)

Open your ears to the rhythms of the world! This site educates about world music with a focus on rhythm through audio clips, articles, and Web links.

### Putumayo World Music [www.putumayo.com/](http://www.putumayo.com/)

Putumayo Kids is the children's and educational division of Putumayo World Music. As one of the leading children's record labels, Putumayo Kids is committed to introducing children to other cultures through music from around the world.

### Larry Long [www.larrylong.org](http://www.larrylong.org)

Larry Long has made his life's work the celebration of American stories and heroes. In a curriculum called Elders' Wisdom, Children's Song, he has brought these heroes to the classroom to share their oral history with our younger generation. The children then go on to create songs and lyrical work that celebrate the history and triumphs of their own communities and learn in the process to honor the struggles of different cultures.

## 2009 Human Rights Day Poster Contest

**Awards**

Finalists will be honored at the 26th annual Human Rights Day Conference, Friday, Dec. 4, 2009. Winning posters will be featured on Human Rights Collaborative web sites.

**Entry Forms & Rules**

Visit [www.humanrights.state.mn.us](http://www.humanrights.state.mn.us) to download entry forms and rules!

Deadline

Oct. 5, 2009



## HUMAN RIGHTS and



## RESOURCES

### LESSON PLANS

#### Global Education Through Dance (Grades K-12)

Medium: Dance

[www.stf.sk.ca/services/stewart\\_resources\\_centre/online\\_catalogue\\_unit\\_plans/middle\\_level\\_unit\\_plans/pdfs/E114\\_12.pdf](http://www.stf.sk.ca/services/stewart_resources_centre/online_catalogue_unit_plans/middle_level_unit_plans/pdfs/E114_12.pdf)

This lesson allows students to explore global issues and human rights themes through dance.

#### The Young Ecologist (Grades 6-12)

Medium: Theater/Role Play

[www.internationalpeaceandconflict.org/profiles/blog/show?id=780588%3ABlogPost%3A50327](http://www.internationalpeaceandconflict.org/profiles/blog/show?id=780588%3ABlogPost%3A50327)

This lesson explores the connection between language, gender, and power. Through a simulation on access to resources and privileges students will role-play their positions to cooperate or compete with others for money.

#### The Law and Human Rights (Grades 10-12)

Medium: Poetry

[www.lessonplanet.com/search?media=lesson&keywords=law+and+human+rights&grade=All+Grades&rating=3](http://www.lessonplanet.com/search?media=lesson&keywords=law+and+human+rights&grade=All+Grades&rating=3)

Students read and discuss the poem, Like You. They simulate a space colony and list what they consider to be the three most important human rights. They compare their space colony rights to those of the Universal Declaration of Human Rights.

#### Women of Words (Grades 6-11)

Medium: Poetry/Hip Hop

[www.opb.org/education/atschool/lesson.php?rowid=40](http://www.opb.org/education/atschool/lesson.php?rowid=40)

This lesson teaches us that poetry can come in many forms as it focuses on hip-hop poetry demonstrated by two African-American poets. Students learn how to perform poetry in tandem, expressing social and life experience in art.

#### Belarusian Waltz: Art as A Form of Protest (Grades 6-12)

Medium: Dance

[www.pbs.org/pov/pov2008/belarusianwaltz/for.html](http://www.pbs.org/pov/pov2008/belarusianwaltz/for.html)

This lesson explores the use of art as a form of protest and means of bringing about change. It is designed to be used with the film, Belarusian Waltz, which shows various ways that an artist protests the virtual dictatorship that governs his homeland of Belarus.

#### Closing Minds (Grades 6-12)

Medium: Poetry/Cartoons

[www.amnesty.org.uk/uploads/documents/doc\\_18395.pdf](http://www.amnesty.org.uk/uploads/documents/doc_18395.pdf)

This lesson uses poetry and cartoons to explore issues around censorship and freedom of expression. Students learn about patterns of electronic censorship and internet repression in China and present their findings.

#### Freedom of Speech: Know It When You See It (Grades 8-12)

Medium: Art/Role Play

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=784](http://edsitement.neh.gov/view_lesson_plan.asp?id=784)

This lesson highlights the importance of First Amendment rights by examining Norman Rockwell's painting of The Four Freedoms. Students discover the First Amendment in action as they explore their own community and country through newspapers, art, and role playing.

### RESOURCES

#### The Living Newspapers Across the Disciplines Resource Guide

[www.humanitiesinstitute.utexas.edu/programs/living/resource\\_guide.html](http://www.humanitiesinstitute.utexas.edu/programs/living/resource_guide.html)

A compendium of lesson plans, handouts, unit descriptions, and sample scripts designed to help secondary school teachers lead their students through the research, writing, and performance of their own Living Newspapers. The three basic building blocks of the program are human rights research, critical reading and writing, and bringing stories to life through performance.

#### Free to Dance [www.pbs.org/wnet/freetodance/](http://www.pbs.org/wnet/freetodance/)

A documentary that chronicles the crucial role that African-American choreographers and dancers have played in the development of modern dance as an American art form. Tracing this phenomenon against the backdrop of America's social, political, and cultural landscape, the series captures the struggle for artistic freedom and spotlights the genius created by cultural synergy.

#### Story Arts [www.storyarts.org/](http://www.storyarts.org/)

Designed for teachers and students, this site explores the use of story-telling in the classroom to enhance speaking and listening skills. Online lesson plans and activities for the classroom.

#### Puppetry and Shadow Plays

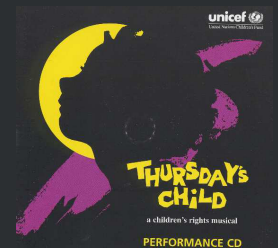
[www.princetonol.com/groups/iad/lessons/middle/puppets.htm](http://www.princetonol.com/groups/iad/lessons/middle/puppets.htm)

Explore the world of puppets. Learn about the history of puppets. See puppets from around the world. Make some of your own puppets. Discover the mystery of shadow plays. Learn more about marionettes. Create your own human rights themed puppet show!

#### THURSDAY'S CHILD: A Children's Rights Musical

This two-hour musical is a very impressive resource. Written for children from 8 to 18, the story illustrates why we need the UN Convention on the Rights of the Child. It follows a group of children who make a journey from desperation (as child laborers breaking stones for roads) encountering children in various forms of distress on the way, eventually to justice (through a Court of a Law) and happiness (finding a mother).

The performance pack includes all that is needed to stage a performance, including score and staging directions, plus a CD of the songs. The CD and video of the performance can be used as a stimulus in their own right alongside the ideas in the teacher's handbook. This links the events of the drama with children's rights and offers ideas for discussion. With over 25 catchy numbers, children from 8 - 18 can perform together, in groups as small as 30 or over 100. The backing CD allows groups with no live music facility to perform a fully instrumented performance. Score and script are fully photocopyable by the purchaser. To learn more and purchase a Teachers Performance Pack please visit, [www.unicef.org.uk/tz/resources/resource\\_item.asp?id=48](http://www.unicef.org.uk/tz/resources/resource_item.asp?id=48). All profits go to UNICEF programs worldwide.



## 10 LESSONS THE ARTS TEACH

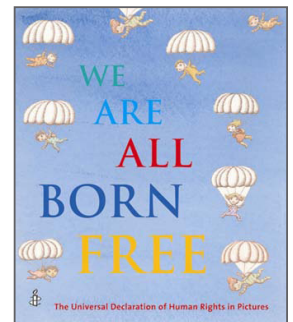
1. The arts teach children to make good judgments about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
2. The arts teach children that problems can have more than one solution and that questions can have more than one answer.
3. The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.
4. The arts teach children that in complex forms of problem-solving, purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and willingness to surrender to the unanticipated possibilities of the work as it unfolds.
5. The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know. The limits of our language do not define the limits of our cognition.
6. The arts teach students that small differences can have large effects. The arts traffic in subtleties.
7. The arts teach students to think through and within a material. All art forms employ some means through which images become real.
8. The arts help children learn to say what cannot be said. When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.
9. The arts enable us to have experiences we can have from no other source and through such experience to discover the range and variety of what we are capable of feeling.
10. The arts' position in the school curriculum symbolizes to the young what adults believe is important.

SOURCE: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, *What the Arts Teach and How It Shows*. (pp. 70-92). Yale University Press. Available from National Art Education Association (NAEA) Publications.

### Featured Book: We Are All Born Free

“Published 60 years after the original Universal Declaration of Human Rights was signed after the Second World War. This brilliant book contains a simplified text for younger readers and stunning illustrations from some of the world’s most renowned illustrators. With books about children’s rights increasingly demanded by schools, this book is needed in every classroom, and its beautiful presentation will lead to it being desired by every household.” – Bookseller

“Each of the 30 articles of the UDHR are written in terms children can understand and illustrated by artists who beautifully bring human rights concepts, both basic and profound, to a child’s level. In the first spread—“We all have the right to life, and to live in freedom and safety”—John Burningham portrays a park in which children of all races and colors play together, capturing not just the image but the essence of the words. Some of the statements are not easy to illustrate for this audience, but the artists are up to the task. For instance, Jane Ray represents “Nobody has any right to hurt us or to torture us” in the form of a bloodied Raggedy Ann–style doll, shown across two pages on an expanse of white. The pictures range from realistic to fanciful; some of the art mixes both. Handsomely reproduced, the illustrations expand and enhance the powerful words. So much to look at, so much to discuss.” – Ilene Cooper



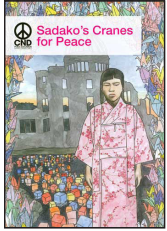
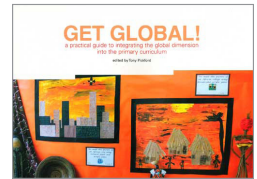
**We Are All Born Free** is appropriate for grades K-3. Available on Amazon at [www.amazon.com/Are-All-Born-Free-Declaration/dp/1845076508](http://www.amazon.com/Are-All-Born-Free-Declaration/dp/1845076508). An accompanying teaching guide with activities, discussion questions, and more is also available for free online through the publisher at [www.franelessac.com/docs/teachersnotes/We%20Are%20All%20Born%20Free.pdf](http://www.franelessac.com/docs/teachersnotes/We%20Are%20All%20Born%20Free.pdf)

## Reading List: Human Rights and Art

### Get Global! A practical guide to integrating the global dimension into the primary curriculum.

Edited by: Tony Pickford. Publisher: Trentham Books Limited (2009).  
[www.trentham-books.co.uk/acatalog/Get\\_Global\\_.html#a9781858564241](http://www.trentham-books.co.uk/acatalog/Get_Global_.html#a9781858564241)

This guide integrates a global dimension into the primary curriculum and uses subject and thematic contexts as doorways through which children can explore global links. The book is for all primary teachers who wish to move teaching and learning about global issues beyond a simple 'us and them' approach to one that is genuinely inclusive of diverse cultures and perspectives, through exploring shared values and understandings.



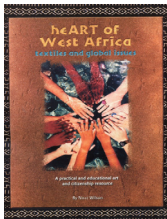
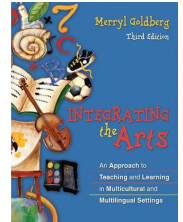
**Sadako's Cranes for Peace.** Created by the Campaign for Nuclear Disarmament (2009).  
[www.cnduk.org/index.php/information/peace-education/peace-education.html](http://www.cnduk.org/index.php/information/peace-education/peace-education.html) (free from website)

Tells the true story of Sadako Sasaki, a girl from Hiroshima who developed leukemia as a result of radiation from the nuclear bomb exploded above the city in August 1945. When she was hospitalized, she began to fold 1,000 paper cranes - symbols of luck and longevity - to express her hopes for peace and courage to fight her illness. Today there is a statue erected in her memory and all the other children killed in the bombing. Paper cranes have subsequently become a sign of peace across the world, with millions sent to Hiroshima every year to be placed at the foot of the statue. The book includes instructions on how to make paper cranes. Great for ages 8-12.

### Integrating the Arts: An Approach to Teaching and Learning in Multicultural and Multilingual Settings.

By Meryll Goldberg. Publisher: Allyn and Bacon (2006).  
[www.amazon.com/Integrating-Arts-Meryll-Goldberg/dp/0205463126](http://www.amazon.com/Integrating-Arts-Meryll-Goldberg/dp/0205463126)

This innovative resource focuses on learning through as well as learning about the arts. It explores numerous ways in which the arts - visual, literary, and performing - can be integrated across the K-8 curriculum. The resource reflects contemporary theory and practice, and promotes ideas and skills that tap children's propensity for creativity and critical thinking. This text provides numerous strategies and examples of learning through classroom activities such as music, dance, and poetry.



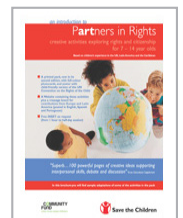
**Heart of West Africa.** By Nicci Wilson. Publisher: Global Education Derby (2001).  
<http://www.amazon.co.uk/Heart-West-Africa-Through-Textiles/dp/0953560511>

This resource book, appropriate for use with ages 5-14, presents several art and textile designs from different West African countries. It demonstrates several craft techniques from countries such as Mali, Nigeria, Ghana and Benin, with information about their historical and cultural significance and suggests activities to link them to global issues. It provides color pictures that illustrate these works. It is a very good resource book for art and design in primary education that could be used across curricular subjects such as History, Music, Drama, and Geography.

### Partners in Rights: Creative Activities Exploring Rights and Citizenship for 7-11 Year Olds.

By Teresa Garlake, M. Pocock, and SCF. Publisher: Save the Children (2000)  
[http://www.savethechildren.org.uk/en/54\\_2347.htm](http://www.savethechildren.org.uk/en/54_2347.htm)

This photocopiable resource employs a range of creative approaches to explore rights and citizenship issues. Through the expressive arts, students using this pack should gain a solid understanding of the concepts of rights and responsibilities, learn to respect diversity both locally and globally, and explore contemporary moral and social issues in a new way.



## 2010 NAEA NATIONAL CONVENTION



naea

Sponsored by the National Art Education Association. NAEA is the leading professional organization for art educators in pre-k - 12 as well as college and professors and researchers, administrators, and museum educators.

To learn more about the NAEA National Convention, please visit:  
[www.arteducators.org/olcl/pub/NAEA/home/](http://www.arteducators.org/olcl/pub/NAEA/home/)  
or e-mail: [convention@arteducators.org](mailto:convention@arteducators.org)

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# HUMAN RIGHTS CALENDAR

## JUNE

- 1 **Stand for Children Day** [www.stand.org/Page.aspx?pid=226](http://www.stand.org/Page.aspx?pid=226)
- 4 **International Day of Innocent Children Victims of Aggression** [www.acpp.org/sevents/0604.html](http://www.acpp.org/sevents/0604.html)
- 5 **World Environment Day** [www.unep.org/wed](http://www.unep.org/wed)
- 20 **World Refugee Day** [www.un.org/depts/dhl/refugee/index.html](http://www.un.org/depts/dhl/refugee/index.html)
- 23 **United Nations Public Service Day** [www.unpan.org/dpepa\\_psaward.asp](http://www.unpan.org/dpepa_psaward.asp)
- 26 **International Day Against Drug Abuse and Illicit Trafficking** [www.un.org/depts/dhl/drug/index.html](http://www.un.org/depts/dhl/drug/index.html)
- 26 **International Day in Support of Victims of Torture** [www.un.org/events/torture](http://www.un.org/events/torture)

## JULY

- 11 **World Population Day** [www.unfpa.org/wpd/index.htm](http://www.unfpa.org/wpd/index.htm)
- 26 **Americans with Disabilities Act Day**  
[www.census.gov/Press-Release/www/releases/archives/facts\\_for\\_features\\_special\\_editions/006841.html](http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/006841.html)

## AUGUST

- 9 **International Day of the World's Indigenous People** [www.un.org/events/indigenous/](http://www.un.org/events/indigenous/)
- 12 **International Youth Day** [www.un.org/esa/socdev/unyin/iyouthday.htm](http://www.un.org/esa/socdev/unyin/iyouthday.htm)
- 23 **International Day for the Remembrance of the Slave Trade and Its Abolition**  
[www.hrea.org/feature-events/abolition-lavetrade-day.php](http://www.hrea.org/feature-events/abolition-lavetrade-day.php)
- 26 **Women's Equality Day** [www.nwhp.org/resourcecenter/equalityday.php](http://www.nwhp.org/resourcecenter/equalityday.php)

# RIGHTS SITES NEWS

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To sign up for our list-serv and receive periodic e-mail updates about opportunities related to human rights education, please send your name and your e-mail address to: [efarell@advrights.org](mailto:efarell@advrights.org).

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