Classroom Outside the Walls

**Human Rights and Conflict**

Fall 2012

**1st Quarter Due Date:** Mon. Oct. 21st **2nd Quarter Due Date:** Fri. Jan. 10

For each quarter you will receive a grade for your efforts at finding / exploring / interacting with *Human Rights and Conflict outside the classroom.* You are trying to collect a **total of 70 points/CP or 100 points/Honors for the semester** (H: 50 points 1st quarter and 50 points 2nd quarter; CP: 30 points 1st quarter and 40 points 2nd quarter). It is up to you to budget your time appropriately.

* You are allowed to earn up to 10 extra credit points each quarter.
* You may only do an item twice and **you must choose from at least two categories**.

**Explore**

|  |  |  |
| --- | --- | --- |
| Activity | Documentation | Points |
| Ethnic Restaurant – Food Critic | Write a description of the experience and give a review of the restaurant. **EVIDENCE**: Have the waiter/waitress sign the receipt and turn it in. Bring a menu for extra credit! See the last page for a list of ethnic restaurants in our area, or find your own! (No Italian or Mexican) | 10 |
| Different Place of Worship | Visit a place of worship other than your religion. Reflect on the similarities and differences between the two religions. Make a list and describe 5 things that intrigued you about the religion. **EVIDENCE**: Bring a flyer or take a picture of yourself outside the place. Make a presentation to your class. | 10 |
| Cultural Gardens | Visit 5 cultural gardens. Research what the “garden” says about each country. **EVIDENCE:** Take a picture of yourself in front of the FIVE different cultural gardens. Then take pictures of signs and put them into a slideshow and present it to the class as you explain what your pictures are and mean! | 20 |
| Other: | Complete suggested COW activity sheet before to get approval. You must turn in signed activity sheet with your project. | ?? |

|  |  |  |
| --- | --- | --- |
| Maltz Museum | Create a brochure for the museum and why someone from this class should go to visit or make a visual about on part of the museum that really touched you. **EVIDENCE:** Make sure to take a picture of yourself in the museum! Turn in your receipt | 20 |
| On Vacation – Museum | Go on vacation and visit a museum of human rights and conflict or a museum about another ethnic group. Create a brochure for the museum and why someone from this class should go to visit. **EVIDENCE:** Make sure to take a picture of yourself in the museum! Turn in your receipt | 20 |
| Documentary | Watch the film a documentary of feature film about human rights and conflict. Write a movie review or create a movie poster about how the film relates to this class and what you learned **EVIDENCE:** Your parent must sign that you did so. | 10 |
| Book Report | Read a book from the suggested book report list. Create a photo essay that describes the book and its connection to the class. Either drawn or with images. **EVIDENCE:** Present to the class about the book | 30 |
| Other  Get Involved | Complete suggested COW activity sheet before to get approval. You must turn in signed activity sheet with your project. | ?? |

|  |  |  |
| --- | --- | --- |
| Cleveland Food Bank | Volunteer somewhere. Create a poster about your experience or encouraging others to volunteer. **EVIDENCE:** Make sure to take a picture of yourself in volunteering! Have your coordinator sign something that you were there. | 30 |
| Facing History | Volunteer with the team from facing history. Email Pam Donaldson at the office. [Pamela\_Donaldson@facing.org](mailto:Pamela_Donaldson@facing.org)(Min. 4 hours). | 30 |
| Other: | Complete suggested COW activity sheet before to get approval. You must turn in signed activity sheet with your project. | ?? |

Connect

|  |  |  |
| --- | --- | --- |
| **Original Art: Feelings Challenges** | **Create a piece of original art that reflects your feelings about community, responsibility, respect, and democracy and the challenges we face to achieve them.** | 20 |
| The Stop the Hate! Youth Speak Out! Essay contest | Submit an essay to the Stop the Hate Essay Contest sponsored by the Maltz Museum. Go to [stopthehate.maltzmuseum.org](http://www.maltzmuseum.org/stop-the-hate) for more information. | 20 |
| Other: | Complete suggested COW activity sheet before to get approval. You must turn in signed activity sheet with your project. | ?? |

|  |  |  |
| --- | --- | --- |
| Human Rights and Conflict at Shaker | Write a description at least one page in length about what you are doing in your other class and how it connects to Human Rights and Conflict Class ; then turn it into me.  **EVIDENCE:** Have your other teacher sign read and sign your paper | 10 |
| Other: | Complete suggested COW activity sheet before to get approval. You must turn in signed activity sheet with your project. | ? |

Listen

|  |  |  |
| --- | --- | --- |
| Everyone has a story | How much do you know about the people you go to school with? Where have they come from? What challenges have they overcome? What have they achieved? What stories do they have to tell? What do they know about you? Interview someone in your community and tell their story. Present their story to your class. **EVIDENCE:** PowerPoint or reflection of your experience listening. | 30 |
| Holocaust Survivor | Interview a Holocaust survivor. Present their story to the class. **EVIDENCE:** PowerPoint or reflection of your experience listening. | 30 |
| Other: | Complete suggested COW activity sheet before to get approval. You must turn in signed activity sheet with your project. | ? |

Information:

**Documentaries:**

(Some documentaries are rated R. If you are under 18, you need parent permission to use that documentary for your COW. When you fill out the preview sheet, complete the parent permission portion.)

1. **One Day in September (1999):** One Day in September is a 1999 documentary film directed by Kevin Macdonald examining the 5 September 1972 murder of 11 Israeli athletes at the 1972 Summer Olympics in Munich, Germany.
2. **Burma VJ (2008): Burma VJ**: Reporting from a Closed Country is a 2008 Danish documentary film directed by Anders Østergaard. It follows the September 2007 protests against the military regime in Burma. The "VJ" in the title stands for "video journalists."
3. **When the Levees Broke: A Requiem in Four Acts (2006):** When the Levees Broke: A Requiem in Four Acts is a 2006 documentary film directed by Spike Lee about the devastation of New Orleans, Louisiana due to the failure of the levees during Hurricane Katrina.
4. **Inside Job (2010):** Inside Job is a 2010 documentary film about the late-2000s financial crisis directed by Charles H. Ferguson.
5. **Taxi to the Dark Side (2007):** *Taxi to the Dark Side* is a 2007 documentary film directed by American filmmaker Alex Gibney, and produced by Eva Orner and Susannah Shipman, which won the 2007 Academy Award for Best Documentary Feature. It focuses on the murder of an Afghan taxi driver named Dilawar, beaten to death by American soldiers while being held in extrajudicial detention at the Parwan Detention Facility.
6. **Paragraph 175 (2000):** Paragraph 175 was a provision of the German Criminal Code from 15 May 1871 to 10 March 1994. It made homosexual acts between males a crime, and in early revisions the provision also criminalized bestiality.
7. **Gasland (2010):** Gasland is a 2010 American documentary film written and directed by Josh Fox. The film focuses on communities in the United States impacted by natural gas drilling and, specifically, fracking.
8. **Enron: The Smartest Guys in the Room (2005);** Enron: The Smartest Guys in the Room is a 2005 documentary film based on the best-selling 2003 book of the same name by Fortune reporters Bethany McLean and Peter Elkind, a study of one of the largest business scandals in American history.
9. **Bus 174 (2002):** Documentary depicts what happened in Rio de Janeiro on June 12th 2000, when bus 174 was taken by an armed young man, threatening to shoot all the passengers. Transmitted live on all Brazilian TV networks, this shocking and tragic-ending event became one of violence's most shocking portraits, and one of the scariest examples of police incompetence and abuse in recent years.
10. **Dark Days (2000):** D*ark Days* is a documentary made by Marc Singer, a British filmmaker. The film follows a group of people living in an abandoned section of the New York City underground railway system, more precisely the area of the so-called Freedom Tunnel.
11. **Bowling for Columbine (2002);** Bowling for Columbine is a 2002 documentary film written, directed, produced, and narrated by Michael Moore. The film explores what Moore suggests are the causes for the Columbine High School massacre and other acts of violence with guns.
12. **Trouble the Water (2008**); *Trouble the Water* is a redemptive tale of a couple surviving failed levees, bungling bureaucrats, and their own troubled past and a portrait of a community abandoned long before Hurricane Katrina hit, featuring music by Massive Attack, Mary Mary, Citizen Cope, John Lee Hooker, The Roots, Dr. John and Blackkoldmadina.
13. **An Inconvenient Truth (2006);** *An Inconvenient Truth* is a 2006 documentary film directed by Davis Guggenheim about former United States Vice President Al Gore's campaign to educate citizens about global warming via a comprehensive slide show that, by his own estimate made in the film, he has given more than a thousand times.
14. **Waltz With Bashir (2008);** Waltz with Bashir is a 2008 Israeli animated film written and directed by Ari Folman. It depicts Folman in search of his lost memories of his experience as a soldier in the 1982 Lebanon War.
15. **Roger & Me (1989);** *Roger & Me* is a 1989 American documentary film directed by Michael Moore. Moore portrays the regional negative economic impact of General Motors CEO Roger Smith's summary action of closing several auto plants in Flint, Michigan, costing 30,000 people their jobs at the time (80,000 to date) and economically devastating the city.
16. **The Thin Blue Line (1988);** The Thin Blue Line is a 1988 documentary film by Errol Morris, depicting the story of Randall Dale Adams, a man convicted and sentenced to life in prison for a murder he did not commit.
17. **Hoop Dreams (1994);** Hoop Dreams is a 1994 documentary film directed by Steve James, with Kartemquin Films. It follows the story of two African-American high school students in Chicago and their dream of becoming professional basketball players.

**Memoirs (Those available in the textbook office)**

1. **A Long Way Gone: Memoirs of a Boy Soldier** is a memoir written by Ishmael Beah. Published in 2007, this book provides a firsthand account of the decade-long civil war in Sierra Leone and the ongoing plight of child soldiers in conflicts worldwide.
2. ***A Thousand Splendid Suns*** is a 2007 novel by Afghan-American author Khaled Hosseini. It is his second, following his bestselling 2003 debut, *The Kite Runner*. The book focuses on the tumultuous lives of two Afghan women and how their lives cross each other, spanning from the 1960s to 2003.
3. **The Tortilla Curtain** is a novel by U.S. author T.C. Boyle about middle-class values, illegal immigration, a fear and hatred of foreigners, poverty, and environmental destruction.
4. **Three Cups of Tea**: One Man's Mission to Promote Peace ... One School at a Time is a book by Greg Mortenson and David Oliver Relin published by Penguin in 2007. For four years, the book remained on the New York Times nonfiction bestseller's list.
5. **The Namesake**: Moving between events in Calcutta, Boston, and New York City, the novel examines the nuances involved with being caught between two conflicting cultures with their highly distinct religious, social, and ideological differences.
6. **Sold** is a novel by Patricia McCormick, published in 2006. It tells the story of a girl from Nepal named Lakshmi, who is sold into sexual slavery in India.
7. **In the Time of the Butterflies** is a historical novel by Julia Alvarez, relating an account of the Mirabal sisters during the time of the Trujillo dictatorship in the Dominican Republic.
8. **The House on Mango Street** is a coming-of-age novel by Mexican-American writer Sandra Cisneros, published in 1984. It deals with a young Latina girl, Esperanza Cordero, growing up in Chicago with Chicanos and Puerto Ricans.
9. **Family**: This is a novel about growing up in the turmoil of China during the first half of the twentieth century.
10. **The Rice Room**: An instant best-seller when originally published in 1994, this expanded and updated edition of *The Rice Room* tells of growing up with a double identity--Chinese and American. Ben Fong-Torres was torn between an alluring American lifestyle--including Elvis and rock 'n' roll--and the traditional cultural heritage his proud immigrant parents struggled to instill in their five children.
11. **Red Scarf Girl** is a memoir written by Ji-li Jiang about her experiences during the Cultural Revolution of China. The book's foreword is written by David Henry Hwang. The book begins when Ji-li Jiang was living in Shanghai, China.
12. ***Purple Hibiscus*** is set in postcolonial Nigeria, a country beset by political instability and economic difficulties.
13. A **Passage to India** (1924) is a novel by E. M. Forster set against the backdrop of the British Raj and the Indian independence movement in the 1920s.
14. ***Learning Joy from Dogs Without Collars*** is about my memories of growing up, being raised by an eccentric and uniquely idealistic single mother. It is about how I was sometimes homeless and lived in shelters and in one apartment after another.
15. ***How the Garcia Girls Lost their Accent:*** Spanning more than thirty years in the lives of four sisters, the story begins with their adult lives in the United States and ends with their childhood in the Dominican Republic, from which their family was forced to flee due to the father’s opposition to Rafael Leónidas Trujillo’s dictatorship.

**Ethnic Restaurants in Cleveland**

(Acceptable restaurants are anything non-European [Eastern European is acceptable]. No italian, French, etc.)

1. **Empress Taytu Ethiopian Restaurant:** 6125 Saint Clair Avenue, Cleveland, OH 44103
2. **Siam Café (Chinese, Thai)**: 3951 Saint Clair Avenue Northeast, Cleveland, OH 44114
3. **Café Tandoor (Indian):** 2096 South Taylor Road Cleveland Heights
4. **Frank Sterle's Slovenian Country House:** 1401 East 55th Street, Cleveland, OH 44103
5. **Sokolowski's University Inn (Polish):** 1201 University Road, Cleveland, OH 44113
6. **Bo Loong (Southern Chinese)** 3922 Saint Clair Avenue Northeast, Cleveland, OH 44114
7. **Mekong River (Thai/Cambodian)** 1918 Lee Road, Cleveland Heights, OH 44118

**Volunteer**

1. **Cleveland Food Bank:** The Foodbank offers flexible hours from 8 a.m. - 8 p.m. Monday-Thursday; 8 a.m. - 4 p.m. on Fridays and 8 - Noon on Saturdays. We ask that volunteers commit to at least a two-hour shift. We will provide all the supervision and training necessary. 216.738.2069.
2. **Facing History Office: Contanct Kristin Duns or Pamela Donaldson.** Heights Rockefeller Building 2495 Lee Boulevard Cleveland Heights, OH 44118 Office Phone: 216-321-9220

Your Notes:

Proposed COW Activities (worth 10 points):

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_ Points: \_\_\_\_/10

**Area Attempted: Must be at least two!**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Explore | Learn | Get Involved | Connect | Learn | Create | Listen |

**Circle one**: Honors (100 Points) CP (70 Points)

* You are trying to collect a **total of 70 points/CP or 100 points/Honors** for the semester.
* You must have 30 points/CP and 50 points/H for 1st quarter and 40 points/CP and 50 points/H for 2nd quarter.
* You are allowed to earn up to 10 extra credit points each quarter.
* You may only do an item twice and **you must choose from at least two categories**.

Activity list:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area**  (Explore, learn, etc) | **Activity:**  (Everyone has a story, Documentary, volunteering) | **Details**:  Movie title, restaurant, location of volunteering, name of museum)  BE SPECIFIC | **Quarter:**  (1st/2nd) | **Point Value**  0- 30 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Application:

Complete this application to do something other than what is suggested for your COW.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area suggested**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Explore | Learn | Get Involved | Connect | Learn | Create | Listen |

**Activity:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How does this fit in with Human Rights and Conflict**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Anticipated Time Commitment:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Location/Other Details:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Proposed Point Value**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Anticipated Competition Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Proposed Product/Evidence:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This application must be turned in with final project to be accepted.**

**To be completed by teacher:**

**Approved**  (Point Value: \_\_\_\_\_\_\_) Date Approved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions about activity or product/Evidence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Not Approved** (Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1st Quarter Final Submission Sheet for COW Activities:

Must be submitted with evidence by **Due Date: Monday Oct. 21st**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Circle one**: Honors (50 Points) CP (30 Points) **Check Area Attempted:** Must be at least two**!**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Explore | Learn | Get Involved | Connect | Learn | Create | Listen |

**Complete this Chart:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | What did you do?  Details: Movie title, restaurant, art piece | What evidence are you providing? Do you need to present? | Point Value | % Earned 0-100% | Points |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Total Points Attempted: \_\_\_\_\_\_\_\_\_\_\_ Points Earned:\_\_\_\_\_

**Reflections:**

1. What were some challenges with this assignment?
2. What did you enjoy about this assignment?
3. Suggestions for next semester?

Scoring Rubric

|  |  |
| --- | --- |
| Achievement level | Achievement Level descriptor |
| 50-59% | The student does not reach a standard described by any of the descriptors below. |
| 60 – 69% | The student:   * communicates information and ideas by attempting in a limited way to use a style that is appropriate to the audience and purpose * makes a limited attempt to structure information and ideas in a way that is appropriate to the specified format * makes a limited attempt to document sources of information. |
| 70-79% | The student:   * communicates information and ideas by using a style that is sometimes appropriate to the audience and purpose * structures information and ideas in a way that is sometimes appropriate to the specified format * sometimes documents sources of information using a recognized convention. |
| 80-89% | The student:   * communicates information and ideas by using a style that is often appropriate to the audience and purposes * structures information and ideas in a way that is often appropriate to the specified format * often documents sources of information using a recognized convention. |
| 90-100% | The student:   * communicates information and ideas effectively by using a style that is consistently appropriate to the audience and purpose * structures information and ideas in a way that is consistently appropriate to the specified format * consistently documents sources of information using a recognized convention. |