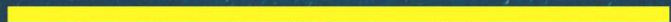
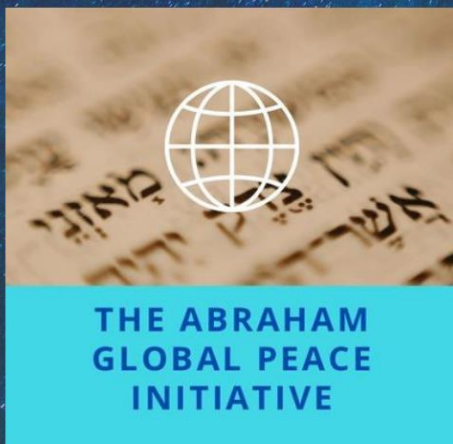


The Abraham Global Peace Initiative

THE POWER OF ONE

Teacher Activity Guide





An Incredible Experience

Thank you for booking the Abraham Global Peace Initiative's "The Power of One" exhibit from the AGPI Museum for Human Rights collection. This thought provoking, is meant to inspire and empower students around the world to stand up, speak out, and most importantly, take action to make the world a better place.

This exhibit features many notable figures, like Martin Luther King Jr., Mahatma Gandhi, Anne Frank, Helen Keller, Mother Teresa, and Malala Yousafzai – among others – who have each contributed to making the world a better, safe, and more inclusive place all citizens no matter their race or religion, gender, creed, or colour.

This exhibit asks students to consider five key questions:

1. What would you do if you were in the same situation?
2. What choices would you make?
3. Would you risk your life to save others?
4. Would you speak out?
5. How can you help change the world for the better today?

The exhibit includes four 8 x 8 ft panels that neatly open and displayed. It can be arranged in multiple formats depending on space configuration. It is most suitable for atriums and lobby spaces with high traffic where it can be placed for people to see and reflect upon.

Given the content on the display, it is imperative that the learning continues inside the class. On the following pages are some sample activities and corresponding rubrics to aid in your planning.

Enjoy the exhibit and thank you for your support.

Neil Orlowsky, Med. PhD.
Director of Education and Chair of Global Education
The Abraham Global Peace Initiative

The Power of One: Martin Luther King Jr. History doesn't happen in a vacuum

You may have recently started watching the new TV show “The Wonder Years”, if so, you would understand that it is never easy to stand up for what we believe, especially when it seems we are the only ones standing. History has shown us that it is when individuals stand up that there is a ripple of engagement. Look around when a teacher asks for volunteers to answer a question. Do you sit back and wait for others to put their hands up first, or is your hand the first up? Why?

Many of us are familiar with Civil Rights icon Martin Luther King Jr. (MLK). While he preached peace during a time when the United States was divided, the country was listening to his speeches. Some Americans agreed with his message and further took up his causes, some Americans didn't agree and wanted to put a stop to it. Today school children read MLK's “I have a dream” speech but what was the United States really like during that time?

This assignment is broken down into three parts:

Part 1: Define the following terms

- Civil rights
- racial discrimination
- disenfranchisement
- racial segregation
- nonviolent resistance
- civil disobedience
- assassination

Part 2: Listen to MLK's “[I have a dream](#)” speech and choose seven topics from this list to research, examine, and use in completing Part 3

- The American Civil War and Abolition of slavery
- The Reconstruction Amendments to the United States Constitution
- Jim Crow laws
- The 1954 Separate but Equal policy
- The United States Supreme Court's Brown vs. Board of Education ruling
- The lynching of Chicago teenager Emmett Till
- The Montgomery Bus Boycott in Alabama
- The Little Rock Crisis
- The Greensboro and Nashville sit ins
- The 1963 Children's Crusade in Birmingham
- The Selma to Montgomery marches
- The Freedom Riders and the arrests of James Chaney, Andrew Goodman, and Michael Schwerner

Part 3: Using the statement “History doesn't happen in a vacuum”, put your research together to creatively display how this statement laid the foundation for MLK becoming an icon of the Civil Rights Movement and his legacy since his assassination. You may choose to display your information as a poster, website, three panel board display, bulleting board, Padlet timeline, story book or essay.

**The Power of One: Martin Luther King Jr.
History doesn't happen in a vacuum
Activity Rubric**

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge and Understanding	Creative display demonstrated limited knowledge of the civil rights movement and the legacies of MLK	Creative display demonstrated some knowledge of the civil rights movement and the legacies of MLK	Creative display demonstrated considerable knowledge the civil rights movement and the legacies of MLK	Creative Display demonstrated thorough knowledge the civil rights movement and the legacies of MLK	___/3
Visual Communication of Information and Ideas	Use of visuals were displayed with limited clarity	Use of visuals were displayed with some clarity	Use of visuals were displayed with considerable clarity	Use of visuals were displayed with a high degree of clarity	___/3
Written Communication of Information and Ideas	Information, ideas, terms, and overall history of events leading up to the social rights movement and MLK were communicated with limited clarity	Information, ideas, terms, and overall history of events leading up to the social rights movement and MLK were communicated with some clarity	Information, ideas, terms, and overall history of events leading up to the social rights movement and MLK were communicated with considerable clarity	Information, ideas, terms, and overall history of events leading up to the social rights movement and MLK were communicated with a high degree of clarity	___/3

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The Power of One: Chiune Sugihara

What would you do if you could?

Everyone is given a choice and no matter what we choose, that choice leads to other choices and other outcomes. When our friends ask for help, do we help them? When a stranger asks for help, do we turn them away? Do we expect to receive something for helping or is knowing that you helped, reward enough? If you knew someone was running for their life, would you open your door and let them in? what might be the benefits? What might be the losses? Could you live with your choice and the outcomes? During the second world war, Chiune Sugihara was a vice-consul of the Japanese Consulate in Lithuania. As a vice-consul his duties included reporting on Soviet and German troop movements, and to find out if Germany planned an attack on the Soviets and, if so, to report the details of this attack to his superiors in Berlin and Tokyo. But it was what Sugihara did when he was faced with a life-or-death dilemma that demonstrated the Power of One.

This activity is in two parts:

Part 1: In an approximately 500-word journal entry, research the life, legacy, and the role Chiune Sugihara played in issuing approximately 6000 travel visa for Jewish refugees escaping the Europe during the Holocaust. Why might he have done this and what might have been some consequences had German or Soviet troops found out?

Part 2: Chiune Sugihara has been designated one of the “Righteous Among the Nations”. Righteous Among the Nations is an honour that the State of Israel gives to describe non-Jews who risked their lives during the Holocaust to save Jews from extermination by the Nazis. Visit [The Righteous Among the Nations](#) website and choose one “Righteous” recipient to research. Following your research, complete the “Biography of a Righteous” template below.

(Once all the templates are created and submit. They will all be displayed around a world map with strings attaching the templates to their country of origin).

The Power of One: The Righteous Among the Nations

(Sample template)

Righteous Recipients Name: _____

Born: _____ Country of birth: _____

Died: _____ Cause of death: _____

Position or occupation during World War Two:

Find a photo and add it
here

What did they do that is considered "Righteous" worthy?

What did they do that is considered "Righteous" worthy?

In what way was their life, liberty, or position at risk for helping?

What was their initial motivation (intention) to help persecuted Jews: i.e., not for payment or any other reward such as religious conversion of the saved person, adoption of a child?

The Power of One
The Righteous Among the Nations
Biography of a Righteous Activity Rubric

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge and Understanding	Research of your Righteous individual demonstrated limited knowledge of their story, history, and criteria for the honour	Research of your Righteous demonstrated some knowledge of their story, history, and criteria for the honour	Research of your Righteous demonstrated considerable knowledge of their story, history, and criteria for the honour	Research of your Righteous individual demonstrated thorough knowledge of their story, history, and criteria for the honour	___/10
Thinking	Research on your Righteous individual has been organized in a limited manner	Research on your Righteous individual has been organized in a somewhat effective manner	Research on your Righteous individual has been organized in a considerable manner	Research on your Righteous individual has been organized in a highly effective manner	___/5
Communication	Information has been communicated with limited effectiveness	Information has been communicated with some effectiveness	Information has been communicated with considerable effectiveness	Information has been communicated with a great degree of effectiveness	___/10

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The Power of One: Greta Thunberg Activism and Net-Zero

Many people ask who Greta Thunberg is and why she is famous? While you may have heard her name, she took the world by storm in 2018 when became the centre of the global skip school to strike against climate change. In 2019, in front of a crowd of 500,000 in Montreal, Thunberg yelled “We are the change, we are changing the world” speaking to the power of youth to make a difference. Since standing up to politicians, big oil, and many in the business sector, Thunberg has made great strides to hold countries and their governments accountable for the climate actions.

This activity is broken up into three parts:

Part 1: Many think that Thunberg was the first activity to cause a global climate ripple. In fact, some Canadians set the stage for her. Watch the following videos:

[Severn Cullis-Suzuki delivers speech at United Nations Rio Summit](#) (1992)

[Autumn Peltier delivers speech at United Nations Water Action Summit](#) (2018)

[Greta Thunberg delivers speech at Montreal climate change rally](#) (2019)

Part 2: Visit the Canadian Government’s Climate Plan: [Net-Zero Emissions by 2050](#) website. Working either individually or in partners, research and come up with one realistic and concrete measure that your community can put in place to help Canada reach it’s goal? For example, your community might set out to plant 1000 trees in the next two-years. Where will they go? Who will pay for them? How will planting new trees help Canada reach its Net-Zero Emissions goal? What is the connection between trees and emissions?

Once you have chose your measure, write a letter to the mayor of our community, and lay out your plan to help Canada reach its goal. Your letter should be based on the videos by Suzuki, Peltier, and Thunberg and their message. Remember what Thunberg said: “We are the change”. You should also send the letter to Canada’s Minister of the Environment. Who knows, you might get a response.

Part 3: Now that you have reached out to politicians and proposed your ideas to them, it is time to advertise your measure to the school. Create a poster that “sells” your measure to the community. Your poster should be created on 11” x 17” paper and have a clear image or images, a title, and the following points addressed somehow:

- How will your measure help Canada reach its Net-Zero Emissions goal?
- What is the connection between your measure and emissions?
- A map (of your choice that is relevant to the project)
- A piece of data (a graph, a chart or other piece) that illustrates the importance of your “measure” or the dangers of not “STANDING UP”.

Posters can be hand drawn, computer generated, or a mix of both. Creativity is key.

The Power of One: Greta Thunberg Activism and Net-Zero Letter Activity Rubric

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Logic of Opinion (Application)	Opinion lacked logic	Opinion showed some logic	Opinion showed considerable logic	Opinion showed a high degree of logic	___/2
Number of Arguments (Knowledge and Understanding)	Arguments for your concrete measures were provided with limited understanding of the larger climate change debate	Arguments for your concrete measures were provided with some understanding of the larger climate change debate	Arguments for your concrete measures were provided with considerable understanding of the larger climate change debate	Arguments for your concrete measures were provided with a high degree of understanding of the larger climate change debate	___/2
Quantity of Information to Support Opinion (Knowledge and Understanding)	Opinion was supported with limited detail	Opinion was supported with moderate detail	Opinion was supported with considerable detail	Opinion was supported with thorough detail	___/2
Relevance and Accuracy of Information (Knowledge and Understanding)	A considerable amount of information was irrelevant and/or inaccurate	Some information was irrelevant and/or inaccurate	Most information was relevant and accurate	Information was relevant to the topic and contained accurate facts	___/3
Communication Skills Through Written Work	Written work demonstrated limited clarity	Written work demonstrated some clarity	Written work demonstrated considerable clarity	Written work demonstrated a high degree of clarity	___/3
Critical Thinking Skills (Thinking)	Critical thinking skills applied with limited effectiveness	Critical thinking skills applied in a moderately effective manner	Critical thinking skills applied in a considerably effective manner	Critical thinking skills applied in a highly effective manner	___/3

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The Power of One: Greta Thunberg Activism and Net-Zero Activity Rubric

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge and Understanding <input type="checkbox"/> Were key facts and terms included in the completed task?	Poster and measures demonstrated limited understanding of Canada's Net-Zero	Poster and measures demonstrated some understanding of Canada's Net-Zero	Poster and measures demonstrated considerable understanding of Canada's Net-Zero	Poster and measures demonstrated thorough understanding of Canada's Net-Zero	___/10
Thinking <input type="checkbox"/> Has the student thought about and completed the task in a creative manner?	Creative thinking skills have been utilized with limited effectiveness	Creative thinking skills have been utilized with moderate effectiveness	Creative thinking skills have been utilized with considerable effectiveness	Creative thinking skills have been utilized with a high degree of effectiveness	___/10
Communication <input type="checkbox"/> Was a title, symbols, visuals and colour employed accurately and effectively? <input type="checkbox"/> Did the visual material accurately depict the theme?	A title, map, data, and all visuals and colour have been employed with minimal accuracy and effectiveness	A title, map, data, and all visuals and colour have been employed with some accuracy and effectiveness	A title, map, data, and all visuals and colour have been employed for the most part, with accuracy and effectiveness	A title, map, data, and all visuals and colour have been employed in a highly accurate and effective manner	___/5
	Visual material depicted the theme of Net-Zero Emissions with limited accuracy	Visual material depicted the theme of Net-Zero Emissions with some accuracy	Visual material depicted the theme of Net-Zero Emissions with considerable accuracy	Visual material depicted the theme of Net-Zero Emissions in a thoroughly accurate manner	___/5

<p>Application</p> <p>□ Were concepts from prior work transferred to this new task?</p>	<p>Student has displayed limited ability in transferring their concrete measure to the Net-Zero Emissions plan</p>	<p>Student has displayed moderate ability in transferring their concrete measure to the Net-Zero Emissions plan</p>	<p>Student has displayed considerable ability in transferring their concrete measure to the Net-Zero Emissions plan</p>	<p>Student has displayed a great degree of ability in transferring their concrete measure to the Net-Zero Emissions plan</p>	<p>___/10</p>
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