

NOBIS

P R O J E C T



Creating Global Citizens in the Classroom:
Planning Tools and Lesson Plans

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HISTORY

A collection of various analyses and imaginative interpretations of the human experience that seeks to explain how society has changed over time.

Collective Identity - History provides individuals and communities with a sense of identity through their understanding of a shared past. In this way, history shapes how people identify and interact with one another, often in ways of which we are not aware.

Preparing for the Future - Exposing and questioning differences in interpretations enhances our understanding of the human condition throughout time and therefore better prepares us to imagine and work towards different futures.

POWER

As a Social Force - The degree of impact of a person, institution, or system has in relation to others' beliefs, behaviors, or values. Power is not necessarily only defined as 'power-over', it is also the capacity to act or to prevent an action; 'power with' and 'power within'. Power has often been defined as something one does, not something one has.

Privilege – Unearned Power - Operates on personal, interpersonal, cultural, and institutional levels and gives preferential treatment to one individual or group, while withholding from another. Characteristically invisible to those who have it, privileges are unearned assets granted to dominant groups, whether desired or not.

RELATIONSHIPS

Listen First - When trying to understand the origins and dynamics of problems facing a community, it is important to always start with those affected by the problems.

Reciprocity - Only through reciprocal community partnerships, where both parties are set to benefit, can meaningful relationships be achieved and the work of sustainable empowerment begin.

GLOBAL CITIZENSHIP

Civic Engagement - Preparing students for globally relevant participation in society, at the local, national and international levels.

Shared Fate - Informing students on the global interdependence of humanity and the environment and how these interconnections create consequences on a global scale.

Social Responsibility - Developing a sense of mutual obligation and critical understanding of social rights and how to take responsible action that impacts global issues and works towards peace and social change.

CULTURAL RESPONSIVENESS

A culturally responsive classroom nurtures students' curiosity and their development of respect for the values and perceptions of others. Students learn to:

- Listen without judgment to other people's thoughts, feelings, experiences and perspectives;
- Develop a respect for everyone;
- Develop skills to analytically process conflicting sets of values with respect for the differences in peoples and their cultures, identities, and worldviews.

Mapping Out Project

Selecting Project Topic

Potential Project Topics	A.	B.	C.
Why this project topic?			
What do I as the teacher know about this topic?			
Why does this topic interest me?			
In what ways have students shown interest?			
Curricular Connections			
Cross Curricular Partnerships			
Available Resources			

Selection Project Topic
Essential question the project will focus on

List skills you hope the project will develop within students
Goal Statement (A broad statement outlining your goal for the project.)
<i>Example: Integrate a globally focused service-learning project in my World Religions course with the goal of introducing students to the ways religion is embedded into daily life experiences.</i>

Assessing Knowledge, Resources and Support

Once the project topic is selected teachers should further brainstorm what is known about the topic and available resources/support.

What is known about the project topic?
by teacher...
by students...
What is unknown about the project topic
by teacher...
by students....
Available resources to support project (local or global)
People
Organizations
Monetary
Events

Other
Access to supporting research materials
Videos
Articles / Books
Website / Blogs
Others

Assessing Your Teaching Context

Once the project topic is selected teachers should further brainstorm what is known about the topic and available resources/support.

Age and developmental level of students
Class size
Available class time, available out of class time (for teachers and students - lunch, afterschool, etc)
Classroom space for project work
Bulletin boards to display work in progress
Classroom storage for group work
Access to computers or a computer lab for student research
Support from administration and school community
Curricular Connections
Cross curricular connections

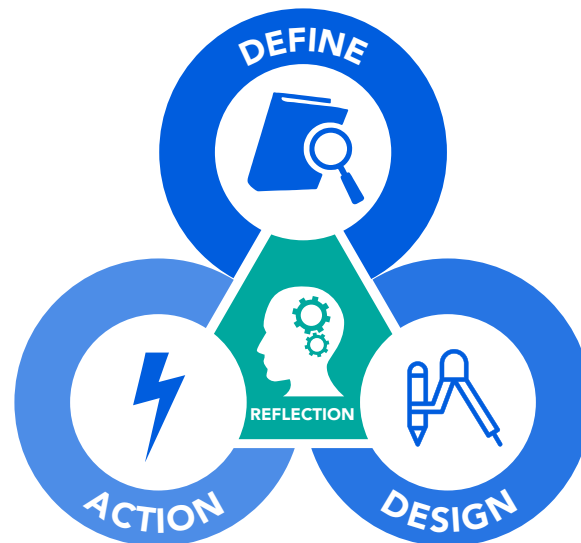
Implementation Goals

For the purposes of the Nobis World program we ask that each participant set goals and measures of success for implementing a Nobis Global Action project in their classroom

<p>Goal (Example)</p> <p>Establish meaningful partnership with local community member from the Dominican Republic to work with my class and me in designing a service-learning project around access to education in the Dominican Republic.</p>	
<p>Tasks</p> <ol style="list-style-type: none"> 1. Ask friends and colleagues for recommendations of community members from the Dominican Republic. 2. Set time to meet with community member and share about project model. 3. In forming partnership, establish clear expectations and open lines of communication. 4. Hold follow-up meeting after project to discuss successes and weakness. 	<p>Measure of Success</p> <ol style="list-style-type: none"> 1. Community member willingly participates in the design, implementation, and reflection phases of the project. 2. Ongoing communication throughout the process between the community partner and myself. 3. Hold follow-up meeting with community member after the completion of the project.

Goal 1	
Tasks	Measure of Success
Goal 2	
Tasks	Measure of Success
Goal 3	
Tasks	Measure of Success

GLOBAL ACTION STEPS



Introduction of Project

- Establishing a Safe and Collaborative Learning Environment
- Nobis Big Ideas Activities
- Inspiring Presentation Introduction of Community Partner

Define Phase (Research)

- Select Challenge to Address
- Further Research Challenge
- Research Culture and History of Community Partner
- Media Literacy Activities

Design Phase

- **Design a Project that is:**
 - Creative
 - Informs Others
 - Makes An Impact
- **Create and Action Plan**
 - Purpose Statement
 - Description of Action
 - Identify audience and negotiate access
Determine effective and creative means to communicate with selected audience
 - Determine Desired Impact
 - Tasks, Timeline and Delegation

Action Phase & Documentation

- Ways to Act or Help
 - Direct Service-Learning
 - Indirect Service-Learning
 - Advocacy Service-Learning
 - Research-Based Service-Learning
 - Creative Action in Service-Learning
 - Documentation
 - Demonstration

Reflection

- Rigorous, Systematic, and Ongoing Reflection
 - Reflection as a Collaborative Pursuit
 - Creating an Environment To Foster Critical Reflection
 - Questions Matter
 - Reflection Activities
 - Reflection by Teachers and Community Partners
- Evaluation of Impact

Artifacts and Exploring Community

Artifact Example: Springs (This artifact is a placeholder for the one that will most support learning in your current unit of study)

Course or Age Group: K-12, All courses

For courses in the sciences, this exploration would be a profitable connection to the “real” world and might conveniently be added to a unit’s experimental program.

Timeframe: 3-4 days

Day 1: Introduction and Research Groups

Day 2: Research and Community Meeting

Day 3 / 4: Wrap up and Reflection

Resources: Depending on the age of students and resources available, provide preliminary research, videos, or articles as necessary.

Lesson Overview:

- This lesson is designed to prepare students to engage with community partners prior to a service-learning or civic engagement project.
- This lesson challenges students to wonder, investigate, and reflect on an “artifact” in order to connect with the historical and cultural nature of a topic under investigation.
- Lesson Objectives (Students will):
 - Engage in a student-centered discussion
 - Discuss (students will be able to discuss what about the material(s)?)
 - Create or Do (describe final outcome)

Terminology:

Artifact - an object made by a human being, typically an item of cultural or historical interest.

Materials / Instructional Setup:

- Teacher to provide the artifact that connects to the overarching topic being explored.
- Identify an artifact that embodies both mystery and intrigue for your students and connects to your community partner or the overarching problem that your students will be exploring.

Lesson Procedures:

Instruction / Guided Practice: After an artifact has been identified as most relevant or necessary to your class and community, begin establishing a safe and collaborative environment by facilitating a three-part, student-centered discussion:

Artifact Example #1: {insert artifact}

Why ... does a {insert artifact} exist?

What ... purpose does it serve?

Who ... historically and contemporarily uses it? Is served—or underserved—by it?

How ... is it made and used?

If ... {insert artifact} could be improved or made universally accessible, what benefits would be reaped for the environment? History? Power? Relationships? Global citizenship? Cultural responsiveness?

1. Socratic Dialogue

Socratic dialogue should be entirely student-centered. The teacher should only serve as a mediator for inefficient or irrelevant tangents. This conversation should be foregrounded only by encouraging full, active participation among all members of a classroom. Ideally, the classroom seating will be arranged in a circular formation, ensuring the opportunity for direct eye contact; however, two or more concentric circles, with students rotating between an inner participatory ring and outer not taking rings, can also be utilized.

2. Visual Diagramming—Bubble Mapping

Bubble mapping should be engaged with by having the teacher and students each create a collaborative, organic diagram that illustrates a. the central concept {insert artifact}; b. conceptual and content-based attributes, connotations, or definitions of the central concept {insert artifact}, as generated by students and connected with “spokes” to other relevant concepts [see illustration, TBD]. All students must contribute equally, verbally and visually (i.e., through illustration,) to this process.

3. Narrative Reflection

Following the Socratic dialogue and bubble-mapping, students should individually write a single-paragraph to single-page narrative that summarizes the class’ discussion in expository format. All students in a section should be named explicitly within each individual’s essay.

This three-part process immediately establishes a safe and collaborative learning environment, while introducing students to a student-centered and –driven Project atmosphere. In addition, it ensures that the Project intentionally and throughout the process will engage in multiple standards of literacy—oral, visual, and written—while incorporating rigorous, systematic, and ongoing reflection as a collaborative pursuit, while creating an environment to foster critical reflection and self-application. Finally, this process will introduce meaning-making through mapping, which will be revisited at various points during the Project, along with learning how to apply the principles that were learned in the project to their own lives.

As an Inspiring Presentation and to broaden the significance of your selected Project beyond the confines of the classroom space, consider screening an artifact-specific multimedia form or introducing a local community leader who works with your selected artifact. You may also choose to emphasize the significance of artifact interconnectedness through the 2010 TEDTalk by Matt Ridley, “When ideas have sex,” or the importance of relational mapping through judiciously selecting one of the following TEDTalks:

Lalitesh Katragadda, “Making maps to fight disaster, build economies”

Daniele Quercia, “Happy maps”

Dave Troy, "Social maps that reveal a city's intersections—and separations"
 Aris Venetikidis, "Making sense of maps"

Activity / Project

Define Phase (Research)

Challenge:

- "How can and why should we raise awareness and appreciation for {insert artifact}?"

Provide (Teacher-Facilitated) or Engage in (Student-Centered) Further Research:

- Materials used to create {insert artifact}
- Existence, use, and need for {insert artifact}
- History of {insert artifact}—as collective identity, for future preparations
- Power of {insert artifact}—as social force, role of privilege in
- Engagement with, social responsibility for {insert artifact}
- Cultural value—shared or conflicting?—of {insert artifact}
- Community partner(s)—designers, engineers, mechanics, etc.
- Community space(s)—design labs, architectural or engineering firms, auto repair shops, etc.

Evaluating Sources:

- Reliability? Point of view and perspective? As, and history, power?

Design Phase

Creative / Inform Others:

Multimodal and individualized; student-centered, student-driven. Could take the form of:

- Dramatic or Musical Performances;
- Films;
- Podcasts or radio stories;
- Public Exhibitions;
- Community Symposiums or Panels;
- Public Service Announcements;
- School TV;
- Websites;
- etc.

Connects to:

"Big Ideas" (NOBIS)

- History
- Power and Privilege
- Relationships
- Global Citizenship and Civic Engagement

- Cultural Responsiveness

Contemporary Issues or Current Events

Initial Challenge—“raising awareness and appreciation”

Relevant Curriculum and Content

Could the artifact be used to engage experientially?

Site visits; constructing, applying; etc.

Closure

- Draw connections to the following through reflection activities:
 - Nobis Big Ideas
 - History
 - Power and Privilege
 - Relationships
 - Global Citizenship and Civic Engagement
 - Cultural Responsiveness
 - Contemporary issues or current events
 - Service project or civic engagement challenge — i.e. “raising awareness and appreciation”
 - Relevant curriculum and content

Extensions

- Could the artifact be used to engage experientially?
 - Site visits; constructing, applying; etc.

Community Meeting: Artifact Exploration

Community Meeting: Artifact Exploration

What is it?

A community meeting is an open forum in which students can share their thoughts, feelings or ideas about a topic or issue.

In this community meeting the focus is to gain understanding of the History, Power, Relationships, Global/local citizenship, Cultural responsiveness surrounding the artifact. In this meeting students share their thoughts and ideas and research on springs as an example/artifact of the human condition. Because the artifact chosen will be central to your student-centered project, use surveys to determine a classwide or community need.

How is it used?

Community meetings are used to set the tone within a group, practice skills, and gauge where students are in relationship to a specific topic.

This discussion is used to explore the concepts around raising awareness and appreciation for springs and their part in society.

How do you run one?

1. One person speaks at a time
2. No side conversations
3. Speak for "I" not "We" and state your name
4. Honor all views (refrain from judgement)

Before beginning, it's important to have created a (safer) space where uncomfortable dialogue and novel ideas can be shared and explored without judgement.

Specific Purposes:

1. Articulate the need for, existence of, uses for springs.
2. Explore multiple identities and multiple stories relevant to having access, making, using springs.
3. Discuss and identify the power dynamics and historical influences of springs.
4. Reflect on cultural value of springs.

Artifact Example: Springs (This artifact is a placeholder for the one that will most support learning in your

Process:

1. Video's on Springs:
 - a. Leaf Springs: <https://youtu.be/k7MayvvgYLA>
 - b. Springs: <https://youtu.be/omLKbKakDoY>
2. Brainstorming/Research Groups:
 - a. Why do springs exist?

- b. What purpose do they serve?
 - c. Who uses them, historically and contemporarily? Is served-underserved-by them?
 - d. How are they made/used?
3. Students: Community Meeting
- a. Questions that will help focus the meeting or move conversations that have become "stuck"
 - i. If the springs could be improved (perhaps in a specific way) who would benefit?
 - ii. If the springs were universally accessible who would/would not benefit? How?
 - iii. What environmental benefits/detriments?
 - iv. How does access give/take away power?
 - v. How does access change relationships?
 - vi. What are the issues surrounding springs?
 - vii. How is the spring relevant to our learning/curriculum?
 - viii. What community partner(s)-designers, engineers, architects, mechanics employ springs?
 - ix. What community spaces utilize springs?
4. Create: Bubble Map
- a. Use a bubble map to help visualize the learning process and the discussion.
 - b. Leave the bubble map on a wall/board in the classroom throughout the research project
5. Identify research project or presentation activity that allows students to share this topic with a community stakeholder

Reflection:

In this community meeting we covered the following:

1. Discussion: The central artifact is thoroughly understood and explored preparing students for project research.
2. Definition: The history, power, and relationships brought to light through the discussion of the artifact are defined and mapped for reference throughout the project.
3. Creation: The Bubble map and projects (such as a pamphlet/flyer) spring from the collaboration and research of the students and teacher.
4. Performance: Instruct a group of parents, community partners, or friends on the importance and use of the Spring.

Community Meeting: Identity

Community Meeting: Identity

What is it?

A community meeting is an open forum in which students can share their thoughts, feelings or ideas about a topic or issue.

In this community meeting the focus is IDENTITY:

Each member of the classroom brings an item from home and shares from their "backpack". These items identify them in a meaningful way and help the class explore the concept of identity. In this meeting students share their thoughts and ideas on identity, and discuss how those identities impact the way they view the world and the world's view of them.

How is it used?

Community meetings are used to set the tone within a group, practice skills, and gauge where students are in relationship to a specific topic.

This discussion is used to explore the concepts of identity and situated knowledges*

How do you run one?

1. One person speaks at a time
2. No side conversations
3. Speak for "I" not "We" and state your name
4. Honor all views (refrain from judgement)

Before beginning, it's important to have created a (safer) space where uncomfortable dialogue can be shared. An exploration of identity will open the possibility for revealing dissonance among students. (It helps to begin with the idea of intention versus impact in social situations.

For example, if I come into the room and say hello to my friend and they yell at me, their intention was for me to leave them alone but the impact was that my feelings were hurt. The goal is to model how to address discomfort or conflict in social situations with students. This can be used with the practice of the word, "Ouch." When someone says this in a social interaction, they are acknowledging that there is a disagreement. The goal is to provide students with the safe space to talk through to understanding and compromise.

Specific Purposes:

1. Articulate the concept of Identity
2. Explore multiple identities and multiple stories
3. Discuss and identify the concepts of micro-aggression, stereotyping, social justice.
4. Reflect on personal identity, privilege, and intention/impact

Process:

1. Watch the TedEx video The Danger of the Single Story by Chimamanda Ngozi Adichie. Allow for dialogue: what did the students notice? What stuck with them?
2. Teacher brings an item from home that illustrates the concept of identity (see ideas below) the object from home on day one will provide students with framework/ideas for choosing their items. It will provide a basis for discussion of Essential Questions, Questions of Identity, and help create a general safe space. Teacher will model for students through the dialog about the object the concepts of dissonance, stereotypes, and microaggressions.
3. Students bring an object from home for a community meeting:

The Object should illustrate 3 of the following identities:

- Your gender identity- male, female, transgender, etc.
 - Your family's ethnicity- culture of your family
 - Your ancestors
 - Where you live
 - Your age
 - The spirituality/religion practiced in your family
 - What you do with your family when you have free time together
 - Any communities you belong to (sports team, clubs, groups, etc)
 - The language or languages spoken at home
 - The person or people who take care of you
 - Your family size and composition
 - A challenge you have overcome
 - Something you wish you could do but you can't
 - A way that you help your community
 - Other?
4. Create a poster of identity: Each student provides a word and/or image that illustrates their personal identity and the classes collective identity

Reflection:

In this community meeting we covered the following:

1. Discussion: Ideas about Identity collective/personal
2. Definition: Microaggression, stereotype, social justice
3. Creation: a safe space for experiencing dissonance/challenges

Extension:

Students have a safe space in which to explore their personal identity.

1. Create a collage, comic or artistic expression of the identity of individuals within the class.
2. Identify places where students build/express/engage as their most true self.
3. Find spaces where the class could work to promote safer spaces for all

Community Meeting: Language, *The Enduring Chill* Flannery O' Connor

Community Meeting: Language, *The Enduring Chill*, Flannery O'Connor

What is it?

A community meeting is an open forum in which students can share their thoughts, feelings or ideas about a topic or issue. In this community meeting the focus is identity, language, and power in *The Enduring Chill* by Flannery O'Connor. In this meeting students share their thoughts and ideas on the characters use of language to identify groups, race, class, and gender in the story.

How is it used?

Community meetings are used to set the tone within a group, practice skills, and gauge where students are in relationship to a specific topic. This discussion is used to explore the concepts of language and power in a literary work.

How do you run one?

1. One person speaks at a time
2. No side conversations
3. Speak for "I" not "We" and state your name
4. Honor all views (refrain from judgement)

Before beginning, it's important to have created a (safer) space where uncomfortable dialogue can be shared.

Specific Purposes:

1. Articulate the concepts of identity and language through analysis of the story.
2. Explore multiple identities and multiple stories as each character of the story is examined.
3. Discuss and identify language that highlights the power and privilege, history, and relationships of the characters.
4. Reflect on language as a tool for communication of ideas.

Process:

1. Watch :
 - a. Dave Troy, "social maps reveal a city's intersections-and separations"
 - b. Aris Venetikidis, 'Making sense of maps'
 - c. Chimimanda Ngozi Adichie, "The Danger of a Single Story"
2. Read: *The Enduring Chill* by Flannery O'Conner
3. Teacher: Create a Character Map as an example for the students
4. Students: Community Meeting (The following are questions that might help move along a discussion that is "stuck" or "off track").
 - a. How do the characters in the story use language that defines groups in the story as "other"?
 - b. What aspects of race, gender, class are

- c. What boundaries/rules surround each character?
 - d. Why does the priest who visits Asbury upset his expectations?
 - e. How does Mrs. Fox relate to the people who work for her? Do her children relate differently? How?
 - f. What moves Asbury from the city to the country? What changes does he perceive in himself?
 - g. Why did Asbury visit home before?
 - h. What language do Morgan and Randall use to talk with Asbury on his first visit? On his second? What has changed?
 - i. What stereotypes are present in the story? What stereotypes are broken in the story?
 - j. How are groups identified in the story? Which characters are part of which groups? What language identify each character as part of a group?
5. Create: Each student will create a character map
<https://s-media-cache-ak0.pinimg.com/736x/9c/0d/56/9c0d56cd207d1864eb81bc19fc14e185.jpg>

Characters to Consider:

Asbury
 Mother (Mrs. Fox)
 Sister
 Morgan
 Randall
 Dr. Block
 Father Finn
 Mary George
 Ignatius Vogle, S.J.
 Author: Flannery O'Connor

Create a character map of enduring chill with big ideas

- Power with, Power over, etc.

Reflection

In this community meeting we covered the following:

1. Discussion: Aspects of race, gender, class and the use of language of identity in the story.
2. Definition: Define how one of the Big Ideas is illustrated in the story
3. Creation: Narrative reflection. Summarize the class discussion in an expository format. All students in a section/class should be named within each essay.

Nobis Big Ideas

- History: Collective Identity, Preparing for the Future
- Power: Privilege, Categories of difference
- Relationships: Reciprocity
- Global Citizenship: Civic Engagement, Shared fate, Social Responsibility, Cultural Responsiveness

Community Meeting: Service Learning and Orphanages

Community Meeting: Service Learning and Orphanages

What is it?

A community meeting is an open forum in which students can share their thoughts, feelings or ideas about a topic or issue.

In this community meeting the focus is service learning:

Each member of the classroom participates in a viewing, reading, and discussion of resources about orphanages. Members contribute in a meaningful and thoughtful way to help the class explore the concept of or service tourism v. service learning. In this meeting students share their thoughts and ideas about orphanages, and discuss how those understandings impact the way they view the world and the world's view of them.

How is it used?

Community meetings are used to set the tone within a group, practice skills, and gauge where students are in relationship to a specific topic. This discussion is an exploration of the concept of Service using the particular example of orphanages.

How do you run one?

1. One person speaks at a time
2. No side conversations
3. Speak for "I" not "We" and state your name
4. Honor all views (refrain from judgement)

A safe space is important: Make sure through previous meetings and constant practice that community meetings that the safe space for thoughts and ideas is invoked.

The goal is to model how to address discomfort or conflict in social situations with students. Acknowledge that there is a disagreement and divergent opinions. The goal is to provide students with the safe space to talk through to understanding and compromise.

Specific Purposes:

1. Articulate the concept of service
2. Explore the practice of 'service tourism' and experience of orphans in Uganda
3. Reflect on Charity and Service Learning through discussion of a specific topic.
4. Create a service learning project that meets a need in your area

Process:

1. Students will have time to research the topics presented on the following website:
<http://www.bettervolunteeringbettercare.org/>
2. Students will read the following blog:

<http://epicureandculture.com/like-grow-orphanage-kenya-around-voluntourists/>

3. The class will watch the video: How Volunteering in Orphanages can be Harmful (video)
4. Community Meeting:
 - a. What do you think about when you imagine an orphanage?
 - b. Where do these ideas come from?
 - c. How does service look in our own community?
 - d. What types of projects could we do? Provide examples of advocacy-based service as well as other methods of social justice action.
5. Divide into small groups based on interests. Create a service learning project for the class.
6. Create a personal reflection either through written word, collage or other response.

Reflection:

In this community meeting we covered the following:

1. Discussion: ideas about service and charity and the specific example of orphanages
2. Definition: Service Learning, Charity, Social Justice
3. Creation: A plan of action in your community

Extension:

Although the situation presented here may be more/less relevant to the community in which you live you might still extend your knowledge by doing the following.

1. Where are there children in need in your area?
2. How are their needs being met within your community?
3. How might you assess the gaps in meeting needs?
4. What/where are the gaps in meeting the needs?
5. Once a need is identified what actions could you take close the gaps?

Community Meeting: Service Learning, Unpacking Charity and Social Justice

Community Meeting: Service Learning and Orphanages

What is it?

A community meeting is an open forum in which students can share their thoughts, feelings or ideas about a topic or issue.

In this community meeting the focus is an unpacking of the terms/concepts of Charity and Social Justice. Each member of the classroom will explore and define the concepts of Charity and Social Justice. In this meeting students share their thoughts and ideas on charity and social justice, and discuss how those understandings change as they research and analyze the function of Orphanages and charitable tourism. How will this discussion impact the way they view the world and the world's view of them?

How is it used?

Community meetings are used to set the tone within a group, practice skills, and gauge where students are in relationship to a specific topic. This discussion is used to explore the concepts service learning, social justice, and charity.

How do you run one?

1. One person speaks at a time
2. No side conversations
3. Speak for "I" not "We" and state your name
4. Honor all views (refrain from judgement)

Before beginning, it's important to have created a (safer) space where uncomfortable dialogue can be shared. An exploration of identity will open the possibility for revealing dissonance among students. (It helps to begin with the idea of intention versus impact in social situations. For example, if I come into the room and say hello to my friend and they yell at me, their intention was for me to leave them alone but the impact was that my feelings were hurt. The goal is to model how to address discomfort or conflict in social situations with students. This can be used with the practice of the word, "Ouch." When someone says this in a social interaction, they are acknowledging that there is a disagreement. The goal is to provide students with the safe space to talk through to understanding and compromise.

Specific Purposes:

1. Articulate the concepts of social justice, charity, service learning
2. Explore examples of charity and examples of social justice
3. Discuss and identify the risks or pitfalls associated with charity
4. Reflect on charity and advocacy, social justice and service learning

Process:

1. Create a Word Web around the term Charity (leave room at the bottom of the board/poster for a definition agreed upon by the class)
 - a. As students get stuck the the teacher my invite further additions by asking the following

questions:

- i. What is the impact?
 - ii. What does it look like?
 - iii. Who can give?
 - iv. Who do you give to?
 - v. What does it look like in your community?
 - vi. Why do we participate?
 - vii. How does it make you feel?
 - viii. How is it supposed to make you feel?
 - b. Agree on a class definition and then provide a webster definition
2. Create a Word Web around the term Social Justice.
 - a. As students get stuck the teacher may invite further definitions by asking the following questions:
 - i. Why do we feel it is important?
 - ii. How does Social Justice evoke change?
 - iii. Who can participate in Social Justice?
 - iv. Who benefits from Social Justice?
 - v. What does it look like in your community?
 - vi. How do we participate?
 - vii. What is the impact?
 - b. Agree on a class definition and then provide a definition
 - c. Further additions to this discussion might include terms such as the following
 - i. Shared fate
 - ii. Equity/Equality
 - iii. Privilege
 - iv. Root causes
 - v. Collective Identity
3. Journal: Students will produce a 1 page journal entry/manifesto responding to the following questions:
 - a. What does (charity, equity, social justice) mean to you now?
 - b. What social issues matter to you? (What else would you like to examine?)
 - c. What is something you'll protest or stand-up for?
 - d. How are these issued manifested or carried out in your community?
4. Brainstorm a class project that addresses social justice issues.

Reflection

In this community meeting we covered the following:

1. Discussion: what is charity, what is social justice, how do those apply in my life
2. Definition: Social justice, charity, service learning
3. Creation: A personal journal/reflection of the work in class, or create a comic book or collage revealing lesson learned in the process.

Extension

Once the class has identified a social justice issue complete the following activities:

1. Identify the ways the community is meeting their own need in this regard.
2. Map the needs and providers in the community.
3. Brainstorm a specific way to address or support the work that is already going on and work that needs to be done.

Enduring Chill

Class: 9-12 Humanities Courses (English, History, Writing)

Timeframe: 4 days

Day 1: Introduction and reading

Day 2: Ted Talk Selection and reading

Day 3: Community Meeting

Day 4: Reflection and Community engagement idea brainstorm

Lesson Overview:

This lesson is designed to engage students in an exploration of the multiple stories and multiple identities presented within Flannery O’Conner’s *Enduring Chill*. Students will also identify language usage that highlights power and privilege, identity, history, and relationships.

- Essential Questions:
 - What collective identities are exposed through narrative?
 - How do different characters understand the human condition ?
 - Where are different power structures in the text?
 - Do relationships change or stay the same? How?
 - When do characters recognize privilege (theirs or others) in the story?
 - How does Identity impact the way the characters see the world ? how others see them?
 - How does each character’s history impact their present behavior?
 - Selected Materials:
 1. Chimimanda Ngozi Adichie, “The Danger of a Single Story”
 2. Aris Venetikidis, ‘Making sense of maps’
 3. David Troy “Social Maps that reveal a city’s intersections and separations.”
 4. *Enduring Chill* by Flannery O’Connor
- Brief Description about the selected material(s):

Each TED talk provides a perspective from which to begin to understand the intersections of society and history within Flannery O’connor’s *The Enduring Chill*. *The Enduring Chill* is a story of a “terminally” ill young man’s homecoming. It powerfully explores identity, relationships, stereotypes, and personal history.
- Lesson Objectives (Students will):
 - Identify the characters and the power relationships (power over, power with).
 - Discuss and compare the multiple identities and perspectives.
 - Create at least one character map and produce a reflective piece of writing.

Terminology: Nobis Big Ideas

- History
- Power and Privilege
- Relationships

- Global Citizenship and Civic Engagement
- Cultural Responsiveness

Lesson Procedures

Discussion/Warm Up

- Watch selected TEDEX Video:
 - What did the students notice about the importance of language and power in relationships?
- Word Web/Brainstorm concept of language and its connection to power
- Read Enduring Chill

Activity/Project

- Community Meeting
- Character Mapping

Practice

- Written reflection: How are

Closure

- Reiterate lesson objectives (ie. What was learned and discussed?)
- Make a connection to the catalyst
- Student assessment and evaluation of completed assignment

Extensions

Post it Activity: What, Why, Who, How, If...answer on post-its

- Write name of characters on pieces of paper around the room.
- Ask student to consider the Who/What/When/and words that surround that person in the story.

This can help students reconsider the character. Students can use this to explore the emotions, status, class of the character and how they personally react to that character. Students can build on each others thoughts and ideas.

Assessment Criteria:

Character Map/Web: Visually characterize the history, language, motives and relationships of a character in O'Connor's Enduring Chill. Character map templates that suit your students are available online.

Characters to Consider:

Asbury

Goetz

Mother (Mrs. Fox)

Sister

Morgan

Randall

Dr. Block

Father Finn

Mary George

Ignatius Vogle, S.J.
Author: Flannery O'Connor

The following is an example of a character Map. Depending on the depth of analysis and time available you may choose a character web of more or less complexity. <http://pin.it/lcycJ4b>

Individual Evaluation (Reflection):

1. What did you learn about yourself?
2. What did you learn about someone else or the group?
3. What about this process went as you expected? What surprised you?
4. What are you still wondering about?

Identity Exploration

Course and/or Age Group:

English/History/Humanities - 6-12th grade

Timeframe 2-3 days: Identity

Day 1: Define terms and discuss plan

Day 2: Artifact Exploration (unpack your backpack)

Day 2/3: Creative Reflection

Timeframe 2-3 Days: Charity v. Service Learning

Day 1: Define Terms and preview videos

Day 2: Community Meeting

Day 3: Reflection and creation/brainstorm action plan

Timeframe 2-3 Days: Example: Orphanages

Day 1: Define terms, create word webs

Day 2: Community Meeting

Day 3: Reflection and plan of action

Background of Museum and Context of Archive Materials

(*Need to include description of significant archive materials featured in the lesson. Potentially including quotes or something to make it personal.)

- Teju Cole, *The White Savior Complex*, *The Atlantic*
- Mathew Snow, *Against Charity*, *Jacobin*
- Karen Rotabi & Jini Roby, *Altruistic Exploitation: Orphan Tourism and Global Social Work*, *British Journal of Social Work*
- *Teaching Social Justice*
- *10 Ways to Promote Social Justice Everyday*
- https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis?utm_term=.ubWpqknWM#.ky5GmZD2P

Lesson Overview

- Essential Questions:
 - What is situated knowledge?
 - What is service?
 - What is social justice?
 - What is the difference between Fact and Truth?
 - What is Identity?
 - How does our Identity impact the way we see the world? how others see us?
 - How do we internalize situated knowledges to transform service to social justice?
- Selected material(s):

- Objects from home
- Brief Description about the selected material(s):
 - Teacher's object from home on day one will provide students with framework/ideas for choosing their items. It will provide a basis for discussion of Essential Questions, Questions of Identity, and help create a general safe space. Teacher will model for students through the dialog about the object the concepts of dissonance, stereotypes, and microaggressions.
- Lesson Objectives (Students will):
 - Learn to Explore situated knowledge:
 - How do these identities impact how we see the world?
 - How do these identities impact how the world sees us?
 - Discuss how objects illustrate identity, how students perceive themselves/each other, identify multiple stories and elaborate on them.
 - Create a reflective piece of writing on identityaa

Materials / Instructional Setup

Teacher to provide the following

1. Watch the TedEx video The Danger of the Single Story by Chimamanda Ngozi Adichie. Allow for dialogue - what did the students notice? What stuck with them?
2. Example of process: Teacher brings in an Item that represents 5 of the Identities for him/herself
3. Handout/projection of the types of items that should be brought from home
4. Discussion Questions (if the class gets "stuck")
5. Reflection writing prompt

Bring an Object from home that represents 5 or more of the following Identities:

- Your gender identity - male, female, transgender, etc.
- Your family's ethnicity- culture of your family
- Your ancestors
- Where you live
- Your age
- The spirituality/religion practiced in your family
- What you do with your family when you have free time together
- Any communities you belong to (sports team, clubs, groups, etc)
- The language or languages spoken at home
- The person or people who take care of you
- Your family size and composition
- A challenge you have overcome
- Something you wish you could do but you can't
- A way that you help your community
- Other?

Terminology/Definitions

Situated Knowledges are the interrelationship of history, culture, and personal experiences that comprise our knowledge and understanding of the world. Situated knowledges are always embedded in power relations that may or may not be apparent to us. This concept highlights that there are multiple truths, rather than one objective truth.

Lesson Procedures:

Discussion / Warmup

- Blind Bag Object from Teacher
- Word Web or other discussion starter

Activity / Project

- Unpack your Bag activity and discussion
- Writing Reflection

Instruction / Guided Practice

- Instructional Guidelines (step by step procedures)

Closure

- Reiterate lesson objectives (ie. What was learned and discussed?)
- Make a connection to the catalyst
- Student assessment (reflection) and evaluation of completed assignment

Extensions

Post it Activity:

- What, Why, Who, How, If...answer on post-its
- Place Item in center of room on pedestal.
- Ask student to consider the Who/What/When etc of the object.
- This can help students reconsider the object, can cause emotions, can feel open ended, status of object, gender, class of object, build on each other's thoughts

Assessment Criteria:

Individual Evaluation (Reflection):

Individual reflection is a writing assignment intended to help the student to look inward.

1. What did you learn about yourself?
2. What did you learn about someone else or the group?
3. What about this process went as you expected? What surprised you?
4. What are you still wondering about?

To Wander..To Be Lost..To Be Sold

Course and/or Age Group: Elementary

Timeframe: 45 minutes

Background of Museum and Context of Archived Materials

The King-Tisdell Cottage Museum is a restored Victorian Cottage dedicated to preserving the black history and culture of Savannah and the Sea Islands. W.W. Aimar, who owned a planing mill on Wheaton Street here in Savannah, built the cottage in 1896. It is the only black history house museum in Savannah and it tells stories spanning decades of the triumphs and trials of the African-American community in the city. (www.savannahnow.com, 7.14.2014)

Lesson Overview

- Essential Question: Humanity vs. Inhumanity
 - Selected material(s):
 - o The Wanderer: The Last American Slave Ship & the Conspiracy that Set its Sails by Erik Calonius
 - o The Slave Ship Wanderer by Tom Henderson Wells
 - o Photographs of The Wanderer
 - o A recording of the song, 'Follow the Drinking Gourd'
 - Brief Description about the selected material(s):
 - o The Wanderer was the last documented ship to bring a cargo of slaves from Africa to the United States (on November 28, 1858). When the Wanderer reached Jekyll Island, Georgia from Africa, approximately 409 of the enslaved Africans had survived. The federal government prosecuted the owner and crew, but failed to win a conviction. During the American Civil War, Union forces took over the ship and used it for various roles. ([https://en.wikipedia.org/wiki/Wanderer_\(slave_ship\)](https://en.wikipedia.org/wiki/Wanderer_(slave_ship)))
 - o A photo of the Wanderer
 - o A photo of the inside of a slave ship
 - o A photo of Africans chained to one another
 - o A photo of Bunce Island
 - o A photo of the Jekyll Island Wanderer Memorial Monument
- Lesson Objectives (Students will):
 - Learn about the laws regarding the illegalities of the importation of human cargo/captive Africans; being brought across the Atlantic to the US; locally & nationally. Students will get a better understanding of the slave trade by focusing on the story of the Wanderer.
 - Learn about the Congo region where the Wanderer survivors originated from and the mechanics of the slave trade in the Congo.
 - Discuss the importation of human cargo/captured Africans, for financial benefit during the latter end of the trans-Atlantic slave trade.
 - Discuss the mentality of supremacy & financial gain from the act of importing captured Africans
 - Discuss the relevancy of the Kongolese conjure jug or face jug & it's significance and importance to the 'Wanderers'

- Discuss of the meaning of the song, 'Follow the Drinking Gourd'
- Explore the Trans-Atlantic Slave Trade Database
- Create or Do (describe final outcome) – Students will research the details behind how the owners of the Wanderer slave ship managed to import captured Africans even though the law clearly stated that in 1798 there could no longer be importation of enslaved people, but the Wanderer landed in Savannah in 1857.

Materials / Instructional Setup

- The Wanderer: The Last American Slave Ship& the Conspiracy that Set its Sails – Erik Calonius
- The Slave Ship Wanderer – Tom Henderson Wells
- The Slave Ship Coltilda & the making of Afica Town – Natalie S Robertson
- A recording of 'Follow the Drinking Gourd
- The Suppression of the African Slave-Trade to the United States of America, 1638–1870 – W.E. Du Bois
- Plea for the Wanderer by Jean Coutu

Terminology

- Import – bringing something in
- Maritime
- Inspection
- Morality
- Greed
- Middle Passage
- Speculum Oris – scissors shaped instrument used for force feeding
- Revolt
- Bridle
- Tween Decks
- Bedwarming
- Cat o' Nine Tails
- Uses of Tar

Lesson Procedures

Discussion/Warmup

- Formulate questions about the selected books
- Develop a story based on taking something from someone without permission and selling it to another person; and receiving a product in return.
- Watch the documentary about the Wanderer & split into groups to focus on different aspects of the Wanderer story
- Depending on the age of the participants this exercise can be accommodated for any particular age group.

Activity/Project

- Activity/Project overview (what are you going to do?)

W.W. Law The Changemaker

Course and/or Age Group: Elementary

Timeframe: 45 minutes

Background of Museum and Context of Archived Materials

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Activity/Project

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Organizations

Better Volunteering, Better Care

An interagency initiative, co-facilitated by Better Care Network and Save the Children UK, aimed at discouraging international volunteering in residential care centers and promoting ethical volunteering alternatives supporting children and families. To learn more visit bettercarenetwork.org.

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