Likely the last international institution of its kind built with the active participation of Holocaust Survivors, Illinois Holocaust Museum & Education Center is the largest facility in the Midwest (and the third largest in the world) dedicated to preserving the memories of those lost in the Holocaust and to teaching current generations to fight hatred, prejudice, indifference and genocide in today’s world.

Through world-class exhibitions and programs, the Museum inspires individuals and organizations and provides a universal wake-up call to action: Take history to heart. Take a stand for humanity.

Since today’s young people are likely the last generation to hear Holocaust Survivor stories firsthand, capturing and preserving these stories now is an educational and moral imperative. Survivors’ stories personalize and humanize difficult history and help today’s generations develop empathy, learn the dangers of indifference, and recognize their responsibility to engage in civic activities.\[1\]

Moreover, today’s world events demand that individuals have concern for the rights and welfare of others. Young people must act with ethics and courage when confronted with a wrong or when they believe strongly in an important social issue, and they need the tools to contribute personally to civic and political action.

The Take a Stand Center is a unique, site-specific exhibition that combines human and civil rights issues with civic engagement lessons and practice. The exhibition is designed to support students’ intellectual growth and to position them to: understand lessons of the past; identify societal issues today; develop robust investigations into pressing social issues; consider possible solutions and consequences using new knowledge and tools; communicate and act upon what they learn; and empower them to put their passions and skills to work throughout their lives.

Thank you to the members of our Educator Advisory Committee for the gifts of your time, passion, and knowledge in contribution to this publication, and your steadfast commitment to the mission and work of the Illinois Holocaust Museum & Education Center.

A heartfelt thank you to Susan Berger (Jahn Elementary School), Anna Besser (Congregation Beth Judea), Susan Blaul (Hyde Park Day School), Gina Caneva (Lindblom Math and Science Academy), Jennifer Ciok (Sullivan High School/UMOJA Student Development Corporation), Amy Corey (Grayslake Middle School), Suzi Gantz (O.A Thorp Academy, retired), Kristin Gottschalk (Iroquois Community School), Alicia Gejman (North Suburban Synagogue Beth El), Anne Hoverson (St. Paul of the Cross School), Stephanie Krzeminski (Oswego East High School), Gella Meyerhoff (Wood Oaks Jr. High School), Kristy Pommerenke – Schneider (Niles North High School), Marybeth Reilly (Naperville Central High School), Keisha Rembert (Crone Middle School), Karen Sparkowski (New Hope Academy), Joe Susteric (West Aurora High School), and David Wiviott (Old Orchard Jr. High School).

Thank you for choosing to visit Illinois Holocaust Museum and Education Center (IHMEC) with your students. We look forward to welcoming you!

Your students will be exploring the Take A Stand Center, an immersive, four-gallery, permanent exhibition that will encourage civic action, foster empathy, and develop the critical thinking and problem-solving skills needed as global citizens in the 21st century.

The exhibition includes the ground-breaking Abe & Ida Cooper Survivor Stories Experience, featuring interactive holographic technology; Goodman Upstander Gallery, highlighting 40 change-makers working toward civil, social, economic, health and environmental rights; civics-focused Take A Stand.
Lab, exploring how to raise awareness, give, advocate, and participate; and The Act of Art Gallery, stimulating the idea of citizen artistry as a response to human rights issues.

The historical context of the Holocaust and the establishment of the Universal Declaration of Human Rights provides visiting classes with a framework, building upon the lessons of these key events of the past, better informing and shaping their future. During the tour, students will explore the galleries and discuss with one another the human rights issues that are already important to them as well as others that they may not think about as often. They will explore the personal life journeys of 40 Upstanders, youth and adults, lesser-known and famous, to further empower their areas of passion. The tour also encourages students to gain a deeper understanding of how they can take action – individually or as a group - compiling a personalized to-do list including resources and related links which they can email to themselves to utilize back at school or at home, such as templates for petitions or letters to elected officials.

The tour allows for plenty of processing and questioning, with the hope that students will feel comfortable sharing their ideas and talking through the content. This packet will prepare you for what to expect on your visit, and is divided into three core sections: Pre-Visit, Post-Visit, and Dedicated Field Trip (or Teacher-Led). The pre-visit lessons were designed to contextualize and set the tone for your students about the subject matter they will encounter, and to start them thinking about the potential that their own involvement and action can have. The post-visit lessons will provide you with materials that list a number of options to extend your students’ thinking about specific human rights issues or featured Upstanders, as well as activate students to follow through and take action beyond the walls of the museum. The focused field trip guide is available to connect your field trip to your classroom curriculum and visit goals should your visit be teacher versus docent led.

We hope that your students leave the Take A Stand Center with their eyes opened and their hearts inspired to take a stand for humanity, and live a life of action. If we succeed, we have worked toward the education of the whole student - one who leaves with more questions than answers, a desire to learn more, culturally aware, civically engaged, and empowered to move from KNOWLEDGE→INSPIRATION→ACTION!

Thank you and we look forward to seeing you at the Museum.
Goals:

- Develop informed critical thinking and problem-solving skills by transforming history into lessons for today, inviting students to discuss the power of choice, responsibility, citizenship, and human rights, and to discover what influences our decisions to act as bystanders or Upstanders in response to inhumanity.
- Apply historical knowledge to real and relevant problems today. Connect the history and lessons of the Holocaust with other modern genocides and human/civil rights issues locally, nationally, or around the world.
- Increase historical empathy and civic engagement by empowering students to take a stand for themselves and on behalf of others while motivating students to take informed, constructive, collaborative, and positive action in their community and around the world.

Students may begin the experience in any of the four main galleries:

- Abe & Ida Cooper Survivor Stories Experience
- Goodman Upstander Gallery
- Take A Stand Lab
- Act of Art Gallery
Abe & Ida Cooper Survivor Stories Experience

Years from now, long after the last Holocaust Survivor has passed on, their stories will survive thanks to New Dimensions in Testimony, groundbreaking interactive technology, developed by USC Shoah Foundation’s New Dimensions in Testimony program, in association with Illinois Holocaust Museum.

The Museum is the first in the world to employ this technology in a permanent exhibition space, using three-dimensional holographic display.

Your students will meet a virtual Holocaust Survivor at the Museum’s Abe & Ida Cooper Survivor Stories Experience holographic theater, where high-definition holographic interview recordings paired with voice recognition technology enables actual Survivors to tell their deeply moving personal stories and then respond to questions from the audience, inviting one-on-one ‘conversation.’

15 Survivors from around the world have been through the rigorous recording process, 7 from the Chicagoland area. The seven from Chicago include Aaron Elster (Lincolnshire), Fritzie Fritzshall (Buffalo Grove), Sam Harris (Kildeer), Janine Oberrotman (Lincolnwood), Adina Sella (Chicago), Israel Starck (Chicago), and Matus Stolov (Evanston). Students will experience one of the seven Chicago survivors listed above during their tour.

Each of the participating survivors spent several days in a Los Angeles studio answering up to 2,000 questions about their Holocaust experiences, and related issues, more than 50-plus cameras.

Examples of questions asked include: “What did people do in the camps?”, “How did you retain your faith in humanity?”

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Learning Fritzie’s story was educational, inspiring, touching, powerful, and life-changing. The theatre experience truly lived up to and beyond my expectations. I barely know how to describe it because of how amazing it was. After the presentation, I was absolutely speechless.

- 8th grade student, St. Paul of the Cross, Park Ridge, IL
“Do you have any regrets?”, and “When you think about what happened to your family, how do you feel?” Additional questions that are tailored to the specific experiences of an individual survivor address issues of gender and nationality, different survivor experiences, antisemitism, morality, the realities of life in a camp or hiding.

The theater schedule is confirmed in advance and schools cannot select which survivor they wish to hear from. Please check with Museum in advance of your visit to confirm which survivor your group will hear from during your tour. (See PDF of “Survivor Bios” to learn more about each survivor.)

Each theater experience last around 60 minutes, including a 5-8 minute introductory film which will orient the audience to the Survivor’s Holocaust story, and provide the context needed to inform the audience on what questions they might ask of the Survivor. A theater facilitator will then elicit questions from your students that they would like to ask the Survivor. The Q&A portion of the experience typically lasts 30-40 minutes, followed by a reflection and de-brief. (See PDF of “Suggested Questions for Survivors”)

Asking questions of the Survivor allows students to be active participants in their learning and develop important communication and critical-thinking skills. This engagement—driven by curiosity—imparts an awareness of the Holocaust that goes beyond what students would learn in a textbook. It leaves a lasting impression, making history and its lessons more relevant to their lives.
In response to the atrocities of the Holocaust and World War II, the newly formed United Nations created the Universal Declaration of Human Rights (UDHR). Adopted in 1948, this milestone document outlines the fundamental rights all people deserve.

Together, with the Convention on the Prevention and Punishment of the Crime of Genocide, which defined genocide in legal terms for the first time, these two documents set the standards for the protection of all humans during times of war and in peace.

However, these rights are not yet universal. The UDHR inspires us to take action, to make a difference, to “work towards” the realization of these essential rights for all. We hope visitors will join the ranks of Upstanders and stand up in the face of injustice and inequality.

Upstanders identify situations where help is vital to support, heal, or save people in need. Upstanders educate, lobby, and organize, to increase opportunities for all where challenges exist—across the globe, throughout the country, or right next door. As we work towards making the world we live in safer and more accessible, what challenges must we address? What do these issues—many of which are tied to basic human rights—mean to a single person, a community, the world? Upstanders inspire us to work towards change. The Goodman Upstander Gallery explores what inspires individuals to rise up and speak out, and highlights the transformative moments when Upstanders make the personal decision to take action.
The Goodman Upstander Gallery will take visitors on an interactive exploration of 40 historical and contemporary Upstanders who have fought against injustice and stood up for worthy causes, from education and equal rights to economic opportunities, safe communities, health and the environment. Life-size Story Portals will allow your students to interact with digital stories of each of these Upstanders. The Upstanders all have taken action to impact their communities in positive ways. (See PDF of thumbnail “Upstander Profiles.”)

Upstanders include, but are not limited to, historic leaders Nelson Mandela, Susan B. Anthony, and Jane Addams; artists and athletes Theaster Gates and Carli Lloyd; and advocate Malala Yousafzai. Students are given the opportunity to put themselves in the shoes of change-makers they identify with, and come away inspired to create positive change in the world.

A wall of more traditional exhibitry gives students the opportunity to explore more Upstanders, as well as quotes from the Upstanders inscribed on mirrors, with the goal that students will “see” themselves in the inspiring words.

“If you see something that’s not right, not fair, not just, do something about it. ... Have the backbone to get in the way." John Lewis – Life long Civil Rights Advocate

“You could be changing the world. So if a 15-year-old who didn't even know what a pancreas was could find a new way to detect pancreatic cancer, just imagine what you could do.” Jack Andraka – A Teenager Helps Early Cancer Detection
The Take a Stand Lab will put the power of change in your students’ hands, allowing them to get involved and make their voices heard. The Lab’s features include the McCormick Foundation Interactive Media Kiosk illustrating how to take action on issues of importance to them through raising awareness, giving, advocating, and participating.

Students will start with a fun personality quiz in which they get to choose the activism style that’s right for them, helping them find the tools and resources to get engaged with an issue they care about.

Full Toolkits for the below “action ideas” are available under “Tools for Change” via https://www.ilholocaustmuseum.org/tas/ should you wish to follow-up with your students post-visit.

**ADVOCATE**
Raise your voice. Use your pen.

- Tips for talking to your elected officials
- Tips on leading a letter-writing campaign
- A petition template

**GIVE**
Help others by donating.

- Timeline for organizing a fundraiser
- Tips for online crowdfunding
- Donation Drive timeline

**RAISE AWARENESS**
Bring attention to a cause.

- Tips for creating an eye-catching protest sign
- Tips on social media best practices
- Letter-to-the-editor template

**PARTICIPATE**
Make change through direct action.

- Steps for organizing a demonstration
- Steps for starting an organization or club
- Volunteer Personality Quiz
The Act of Art, adjacent to the Take a Stand Center, is a rotating exhibition that features the Museum’s fine art and photography collection to demonstrate to visitors that there are many different ways to take action, including communicating one’s message through art. These works explore historical events related to genocide and prejudice from the artists’ perspectives.

Success Story Flip Books share stories and strategies of the actions individuals and organizations have taken to take a stand and made a positive difference in their communities.

The Leave-A-Pledge Interactive enables students to pledge to make a difference in their area of passion.

For example, Ana Tiscornia’s Portraits II, Retratos Series displays backward picture frames interspersed with quotes from Holocaust Survivors and others who survived dictatorships in South America to communicate about the hundreds of people who “disappeared” under the Uruguay dictatorship (1973-1985). As she states, “I tried to create a visual metaphor for the impotence that disappearance imposes on us, at the same time I wanted to create a poetic construction as a tribute to those that lost their lives.”
The Act of Art is curated with the recognition that art can inspire intercultural understanding and dialogue amongst visitors, and tap real-life experiences that are personal, emotional, and authentic. Experiencing The Act of Art engages the heart, mind, and voice, building empathy and empowering our visitors to use art as a vehicle for transformation.

The featured art allows students to think about the issues portrayed, but also how they can take a stand as citizen artists on issues that matter to them. Issues covered in the gallery include, but are not limited to, the Holocaust, Trans-Atlantic Slave Trade, ‘The Disappeared,’ Korean Comfort Women, civil war in Indonesia and Sierra Leone, and genocide in 1994 Rwanda.
Expect your group journey through the Museum to take a minimum of 2 to 2.5 hours. Visits begin at 9:45 am Monday through Sunday.

Maximum size of group is 100 for a docent- or teacher-led tour.

Divide your students into groups of 16-18 prior to arriving at the Museum.

Secure one chaperone for every ten students. Each adult exceeding the 1:10 ratio will be charged $15 or $10 for seniors.

For docent-led tours please provide name tags for your students and identify each group by color code in advance of visit.

For your safety, all items brought into the Museum are subject to inspection.

Backpacks are not allowed in exhibition spaces. Large items will need to be left on the bus. If backpacks are not able to stay on the bus they will be collected before tour and returned to the group at the end of visit.

Photography is allowed inside the Take A Stand Center exhibition.

Pens of any kind are not allowed in the exhibition areas. Only pencils are allowed.

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<th>Students, ages 8-22</th>
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Bus Drop-Off, Parking, and Directions

School bus and motor coach unloading and loading will take place in front of the Museum’s main entrance. Buses should enter the signed “Museum Entrance” area and pull up to the “dark side” of the museum building. Students/chaperones should not unload from the bus until you have been greeted by a museum representative for you orientation. After your students have unloaded, please direct your bus driver to the main museum parking lot on the west side of the museum where they will find special bus parking slots. Please direct your driver that bus engines must be turned off when parked. Bus drivers are invited to join a group for their tour.

DRIVING - FROM THE SOUTH via I-294: Take the Tri-State Tollway (I-294) north to the Dempster St. east (US-14) exit. From the exit ramp, turn right onto Dempster Street (US-14). Drive east about 3.5 miles. Turn left onto Waukegan Road. Drive north about 1 mile. Turn right onto Golf Road. Drive east about 2 miles. Turn left onto Woods Drive. The Museum will be on your right.

DRIVING - FROM THE SOUTH via I-94: Take the Kennedy Expressway (I-90/94) west. Merge onto the Edens Expressway (I-94) going west to the Old Orchard exit. From the exit ramp, turn left onto Old Orchard Road. Turn left onto Woods Drive, about 1/4 mile. The Museum will be on your left.

DRIVING - FROM THE NORTH via I-94: Take the Edens Expressway (I-94) east to the Old Orchard exit. From the exit ramp, turn right onto Old Orchard Road. Turn left onto Woods Drive, about 1/4 mile down. The Museum will be on your left.
“Human rights are not a subject that can be studied at a distance. Students should not just learn about the Universal Declaration, about racial injustice, or about homelessness without also being challenged to think about what it all means for them personally. As human rights educators, we must ask our students and ourselves, ‘How does this all relate to the way we live our lives?’ The answers to this question will tell us much about how effectively we have taught our students,” - David Shiman, “Introduction,” Teaching Human Rights

What Are Human Rights?

Human rights refer to the idea that people, regardless of race, creed, color, or gender, whoever and wherever they live, have some basic rights that no individual state can take away from them. We have these rights simply because we are human.

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”
- Article 1 of the United Nations Universal Declaration of Human Rights

Twentieth century history served as a catalyst to the phenomenon of international human rights. In the aftermath of the Nazi Holocaust and end of the Second World War, the world was confronted with the systemization of mass murder and death on a truly industrial scale. The Holocaust helped define our notions of genocide. And, though it remains a controversial term, it was genocide that was on the mind of the newly formed UN when considering a Universal Declaration of Human Rights, and when it finally made the Declaration in the form of 30 articles on 10 December 1948.

The Universal Declaration was the first international agreement to use the term human rights and to apply human rights concepts to everyone worldwide. The universal declaration was non-binding but it was remarkable for its time and laid the groundwork, not just for hundreds of subsequent international treaties, but for more recent constitutions of countries such as India and South Africa.

“...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.”
- Preamble to the Universal Declaration of Human Rights, 1948

The 30 articles of the Declaration together form a comprehensive statement grounded on the principles that human rights are held by all persons equally, universally, and forever. In addition, the UDHR was predicated on the assumption that basic human rights are indivisible (all rights are equally important) and that the different types of rights listed are inextricably linked. In claiming rights of
the UDHR, everyone accepts the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied. (See PDF for handout on UDHR Preamble and 30 Articles.)

ESSENTIAL QUESTIONS

- What exactly are human rights?
  - What are the most important human rights in today’s world?
  - Should some rights take priority over other rights?
  - What problems do we currently face in our community?

- What actions should be taken to protect human rights?
  - What is empathy?
  - How does one go from empathy to activism?

- What does it mean to be an Upstander?
  - Who are the Upstanders of the past and present? Why are they important?

- How does history frame and shape our present day realities?
  - What can we learn from the past to change the future?
  - What TV show, movie, or song that you are interested in examines a human rights issue and explain what the show, movie, or song is saying about human rights?
WHAT WOULD YOU ASK A SURVIVOR ABOUT?

Before you have your students review the “Suggested Questions for Survivors,” handout, have them consider or reflect on what they might ask a Survivor about their experiences before, during, or after the Holocaust.

1. First, have them define the below words/themes. Share and discuss as a class.
2. As a gallery walk or a worksheet activity have students then create questions specific to the below words/themes.

Theme List

- Forgiveness
- Empathy
- Civility
- Peace
- Sympathy
- Humanity
- Hope
- Respect
- Humility
- Tolerance
- Freedom
- Kindness
KEYWORDS INTRODUCTION

This could be done as a gallery walk or a dice game activity to do with a partner, with each number representing a different response.

Vocabulary List

- Advocate
- Give
- Participate
- Raise Awareness
- Upstander
- Human Rights
- Responsibility
- Civil Rights
- Activism
- Pledge

Dice Game (Choose six vocabulary words from the above list)

Students break into pairs, roll the dice and discuss. To each number, 1 through 6, assign a prompt such as:

Define It

Apply It

Flip it

How do you support it?

Innovate it

Question it

Draw It

Devil’s Advocate

Make it Wrong
Values play an important role in our civic life and influence our beliefs, how we see others, and in how we find ways to take action on a particular cause or issue.

**Supplies**: Large pieces of paper, Markers

**Instructions**

1. Write the following human rights values on separate large pieces of paper and place them in different places around the room. Human rights values: Inclusion, Respect, Cooperation, Diversity, Freedom, Security, Justice, Self-reliance, Community, Stability, and Democracy.
2. Ask students to stand next to the value that is most important to them. Form a team with the students who have gathered around the same value.
3. Ask the teams to discuss what value they have selected means to them in their daily lives, and to give concrete examples.
4. Next instruct the students to rotate and stand next to a second value. Then finish with them rotating one last time, and standing next to a third value.

You may wish to remind students that some of the words can have different meanings to different people. Try not to focus the activity on discussing the meaning of each value, but rather guide students to focus on how this activity reveals differing values can lead to collective decision-making to create change.

**Debrief**

In small groups, ask students to compare their rankings. How did they differ? Where were they similar? Did students define values differently, in addition to ranking them differently? Are there values which deserve to be more widely recognized and better respected?
Group Discussion

What was easy or difficult about this activity?

Would any students like to report their small group conversation?

Invite a few students to share which values they ranked and explain their reasoning.

Have students identify a cause or issue where taking collective action seems to be a challenge. Have them discuss what specific values might influence views about certain issues.

“WHAT ARE OUR HUMAN RIGHTS?”

Question: What are some of the rights people need or deserve in order to live in peace and freedom?

3. Students should write their answers on a piece of paper.

4. Teacher collects the papers, mixes them in a hat/bowl, pulls them out and reads them one by one.

5. Teacher gives each paper to a different student. Teacher and students discuss possible “working towards” categories - Education, Safe Communities, Equal Rights, Economic Rights, and Health and Environment.

6. Students are asked to get up and walk around the room with the paper they received from the teacher and find fellow classmates who have similar answers or issue they are passionate about, and have them form groups according to the categories delineated before.

7. Each group should read the section of the Universal Declaration of Human Rights pertaining to their category.

Alternatively, teacher reads the UDHR to students or have students read it silently. Students will “unpack” each UDHR Article and bring one example when the saw that particular right being violated.
“WORKING TOWARDS” QUIZ

A. Write the following five questions and corresponding multiple choice answers on chart paper and post them around the classroom.

1. How many people around the world lack access to basic sanitation services and clean water?
   a. 500 million
   b. 2.4 billion
   c. 3.5 billion

2. Women working full-time in the US make an average of 90 cents for every dollar men earns.
   a. True
   b. False

3. Globally how many youth and adults cannot read and write?
   a. 758 million
   b. 300 million
   c. 923 million

4. All fifty states in the U.S. perform same-sex marriages.
   a. True
   b. False

5. The United States incarcerates more of its citizens than any other nation in the world.
   a. True
   b. False
As students enter the classroom, hand each a marker. Ask them to walk around the room, reading the questions posted on the wall and placing a check next to the answer they believe to be correct. After the students have finished voting, ask them to sit.

Have students volunteer to read each of the questions along with its vote tally aloud. After the volunteer reads a question, reveal the correct answer, adding the additional contextual information provided below.

**ANSWER KEY**

**Question #1:** How many people around the world lack access to basic sanitation services and clean water?

**Answer:** 2.4 billion (1 in 3 people worldwide)

According to the United Nations and World Health Organization, clean, accessible water for all is an essential part of the world we want to live in. There is sufficient fresh water on the planet to achieve this. But due to poverty and/or poor infrastructure, every year millions of people, most of them children, die from diseases associated with inadequate water supply, sanitation, and hygiene.

Water scarcity, poor water quality, and inadequate sanitation negatively impact food security, livelihood choices, and educational opportunities for poor families across the world. Drought afflicts some of the world’s poorest countries, worsening hunger and malnutrition.

By 2050, at least one in four people is likely to live in a country affected by chronic or recurring shortages of fresh water.

**Questions #2:** Women working full-time in the US make an average of 90 cents for every dollar men earn.

**Answer:** False
Across race and ethnicity, women in the United States are paid just 80 cents for every dollar paid to men. That’s more than $10,000 less per year — the equivalent of more than one year of food, 14 months of child care, or the full cost of tuition and fees at a two-year community college.

For women of color, double prejudice of race and gender lead to even more punishing wage gaps. At the current pace of change, women of color will have to wait more than a century to reach pay parity with white men. (National Partnership for Women and Families)

**Questions # 3: Globally how many youth and adults cannot read and write?**

**Answer: 758 million**

UNESCO (United Nations Educational, Scientific and Cultural Organization) views acquiring and improving literacy skills throughout life as an intrinsic part of the right to education. The “multiplier effect” of literacy empowers people, enables them to participate fully in society, and contributes to improved livelihoods.

Literacy is also a driver for sustainable development in that it enables greater participation in the labor market, improved child and family health and nutrition, reduces poverty, and expands life opportunities.

Globally, however, at least 750 million youth and adults still cannot read and write and 250 million children are failing to acquire basic literacy skills. This results in an exclusion of low-literacy and low-skilled youth and adults from full participation in their communities and societies.

To advance literacy as an integral part of lifelong learning and the 2030 Agenda for Sustainable Development, UNESCO takes the following approaches to promote literacy worldwide, with an emphasis on youth and adults:

- Building strong foundations through early childhood care and education
- Providing quality basic education for all children
- Scaling-up functional literacy levels for youth and adults who lack basic literacy skills
- Developing literate environments
Question #4: All fifty states in the U.S. perform same-sex marriages.

Answer: True

On June 26, 2015, the U.S. Supreme Court issued a landmark ruling that granted same-sex couples a constitutional right to marry. The 5-4 decision in Obergefell v. Hodges legalized gay marriage nationwide, including in the 14 states that did not previously allow gays and lesbians to wed. The decision rested in part on the court’s interpretation of the 14th Amendment; the justices ruled that limiting marriage only to heterosexual couples violates the amendment’s guarantee of equal protection under the law.

The U.S. is among more than 20 countries or jurisdictions that allow gay and lesbian couples to wed. The first nation to legalize gay marriage was the Netherlands, which did so in 2000. Since then, several other European countries – including Spain, France, all of Scandinavia and, most recently, Ireland – have begun to sanction gay marriage. Outside of Europe, same-sex marriage is now legal in Argentina, Brazil, Canada, Colombia, New Zealand, South Africa, and Uruguay, as well as in parts of Mexico. (PEW Research Center)

Questions #5: The United States incarcerates more of its citizens than any other nation in the world.

Answer: True

According to the Department of Justice, there are 2.2 million people in the nation’s prisons and jails—a 500% increase over the last 40 years. Changes in law and policy, not changes in crime rates, explain most of this increase. The results are overcrowding in prisons and fiscal burdens on states, despite increasing evidence that large-scale incarceration is not an effective means of achieving public safety. The United States has 5 percent of the world’s population but nearly 25 percent of its prisoners.

Since 2002, the United States has had the highest incarceration rate in the world. Although prison populations are increasing in some parts of the world, the natural rate of incarceration for countries comparable to the United States tends to stay around 100 prisoners per 100,000 population.

Sentencing policies, implicit racial bias, and socioeconomic inequity contribute to racial disparities at every level of the U.S. criminal justice system. Today, people of color make up 37% of the U.S. population
but 67% of the prison population. Overall, African Americans are more likely than white Americans to be arrested; once arrested, they are more likely to be convicted; and once convicted, they are more likely to face stiff sentences. Black men are six times as likely to be incarcerated as white men and Hispanic men are more than twice as likely to be incarcerated as non-Hispanic white men.

**Group Discussion**

- What did you learn by taking this quiz?
- Which of these facts surprised you most and why?
REFLECTION PROTOCOL

1. Break the students into pairs.

2. Each member of your student pairs should speak for one minute in response to the prompt:
   
   "What was the most challenging thing you learned at the Take A Stand Center exhibition? Why?"

   Even if your students can’t think of anything else to say, they must keep talking about the exhibit.
   
   • The other members of the pair must listen closely, but may not speak. It is very important for the listener to pay attention, as at the end of the activity the listener will be asked to share a part of what his/her partner said with the class.

3. After about a minute, have students switch and the other partner will speak.

4. When you ask the partners to switch, repeat the question.

5. After both members have had a turn, ask students to repeat the activity, this time with the prompt, "What was the most inspiring thing you learned at the Take A Stand Center exhibition? Why?"

6. When you ask the partners to switch, repeat the question.

7. After both members of the pair have had their turn, bring the class back together.

8. Debrief with the class as a whole, going around the room and asking students to share one thing their partner said that struck them most deeply or was surprising.

9. After everyone has shared, ask the class:
   
   • Now that we have learned about the human rights challenges that we are still working towards, what does that mean for us?
   
   • Does it change the way we think or act? Should it?
ON A TIGHT ROPE

Materials: 3 pieces of string or rope, color-coded post-its, talking stick, large pieces of paper, tape and markers.

Human Rights

- Everyone has the right to freedom of opinion and expression (UDHR, Article 19);
- You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence; (UDHR, Article 12)
- You have the responsibility to respect the rights of others. No one can take away any of your rights. (UDHR, Article 30)

Instructions

1. Hang 3 pieces of rope horizontally, one above another on the wall. Write “yes” at one end of the 3 pieces and “no” at the other end.

2. Enlarge, if necessary, and copy and cut out the 3 statements listed above and tape a statement above each piece of rope. Each piece of rope represents that statement about human rights.

3. Give 3 post-its to each student. Read the statement out loud. Everyone must ‘vote’ as to whether or not they think the right expressed in each statement is respected at school, at home and in the community. Students can answer “yes” or “no” or nuance their responses by sticking their post-its wherever they want along the rope.

4. Ask students to explain their answers and to give examples.

5. Ask the group to suggest ways to ensure the right referred to in each statement is respected.

6. Write down the solutions proposed by the students on a large piece of paper and tape it on the wall.
Variations

1. Instead of using pieces of rope and post-its to vote, students vote by positioning themselves on an imaginary line that goes from “yes” to “no.”

2. You may create other statements on issues facing youth. This type of activity can be used to explore the group’s views on a range of topics.

Group Discussion

- Is it easy to discuss human rights?
- What did you learn from this activity?
- What are the most important rights for young people?
- Which rights are most a risk in our school or community?
- You have come up with ways to ensure that our rights are respected. Can some of these ideas be put into practice?

ACTION PROJECT

1. **Select a human rights issue:** Brainstorm a list of human rights issues – either those covered in the *Take A Stand Center* exhibition or others your students develop. Have students meet in small groups, select the three top issues, and report back to the whole class. Get a class consensus on the issue that students want to work on.

2. **Research the issue:** Your students’ research will depend on what human rights issue they select and what they need to find out. In general, they should look for answers to four questions: What causes the abuse or inequality related to the issue? What are its effects on the community? What is being done to take action to address the issue? Who is working on the issue or interested in it? To find answers, they can: invite community experts to speak to the class; interview experts;
conduct research in the library; explore the media—watch television news, listen to radio news, read the newspaper, or search the Internet.

3. Students should report to the class what they discover.

4. **Decide on an action project.** Distribute the Take A Stand Lab Toolkit of suggested actions and discuss them. The class can brainstorm additional project ideas. Then in groups, they can select the top three ideas. Regroup the class and decide on a project.

5. **Plan the project.** If teams are doing different projects, have each team submit a plan filled out on paper. If the whole class is doing the same project, you can plan the project as a whole group or you can assign a committee to submit a Project Plan for the whole class to review. (Use Appendix TBD for an Action Project Outline)

6. **Do the project.** If the whole class is doing the project, tasks may be divided among committees with a project coordinating committee overseeing the entire project.

7. **Evaluate the project.** Have students do a formal evaluation of the project’s success. Have them also evaluate how well they planned, how well they worked as a team, and what they learned from the project.

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**TAKING INFORMED ACTION**

1. Guide the class to survey fellow students in the school, or adults in the neighborhood, to identify human rights issues of concern.

2. Have students work in small groups to create draft surveys. They can try them out on one another, or on a sample of people outside the classroom to see which questions provide them with the most useful information.

3. Compile the survey results and discuss as a class.

4. Publish the survey results (posters, fliers, and pamphlets) and commentary along with a list of resources students or adults can access to learn more about the rights of concern.
Variations

1. Host a school assembly or community forum to present results. Share information or background, invite speakers to take part in the presentation, and propose a list of possible actions to take to work towards the identified issues.

2. Identify the most “popular” issue in school or neighborhood community and create a list of possible actions – letters, assembly, social media, or create an informational video – as a class. Choose one action and implement.

FEATURE STORY

Part 1. Your students are young reporters. The editor gives them their next assignment - write a feature article covering a specific human rights issue and Upstander who is taking a stand for the issue they care about most.

Tips for writing your story:

- Have a strong lede that grabs readers and makes them want to read on.
- Have a strong narrative. Highlight someone whose story they can tell to humanize their story. Use quotes from that person.
- Combine facts and opinion, with a focus on the human interest side of the story. While they can report news, the news content is not of primary importance.
- Remember their voice as the writer matters.
- They can organize their story in a variety of ways (i.e., chronologically, narrative fashion).

Part 2.

1. Have students pair up and share their story and receive feedback.
2. Have the students help each other create a meaningful or memorable headline.

3. Have students help each other identify a photograph for their story. They can use one that already exists or take one on their own.

4. When all the students receive their feedback, have them revise and rewrite their story till they reach the final stage of their story.

**Part 3.** To encourage student publication, the feature stories can be:

- Hung with accompanying photographs on a classroom wall or on a school-wide bulletin board.
- Collected in a class publication.
- Submit to the high school or local newspaper.

**MUSIC AS RESISTANCE & RESPONSE**

Listen and analyze the lyrics of these songs

“Sunday Bloody Sunday” U2

“Where is the Love?” Black Eyed Peas

“Strange Fruit Billy Holiday”

“Waving Flag” by K’naan

Jigsaw: Divide your class into four groups. Each group will receive one of the four songs to listen to and lyrics to read. As they listen and read, ask them to consider the below questions. When they are finished, ask them to complete a written reflection.
Assemble students into four groups based on who had the same reading. (These groups will be large, so you might want to split each of these larger groups in two.) Together, group members should share their notes and reflections about their reading.

After the larger groups have met, have students assemble into new groups of four so that each person in the group has read a different reading. Students in these new groups should then each share what they have learned in their readings and look for similarities and differences in these reflections across the four readings.

- How can music be used as a form of resistance?
- What was the intent of the song’s author?
- Who is audience for the song, and what lyrics let you know?
- Why might the song have been written?
- Is it written to make a point? How can you tell?
- Is it telling of a significant event’s details? Why do you think so?
- Is it an emotional reflection that shares heartfelt feeling? What makes you believe this?
- How does this connect to any of the art or Upstanders in the TAS exhibition?

Variations

- Listen to and read the lyrics to all four songs together as a class. Have students write reflections to the above questions.

Extended Thinking: How has music has shaped or influenced your life? Has music ever helped you? What songs or types of music connect with you?
WALL-TO-WALL ACTIVISM

Materials: Large pieces of paper, sheets of paper, pencils or paint pens, magazines, glue, scissors.

1. Give each student a piece of paper that will represent one brick of a wall. Ask each student to design a brick that somehow describes him/her by creating a hashtag or tag, a drawing, or a collage. The “brick” could, for example, portray a student’s most important human rights issue, his/her activism style, personal motto, or a quote.

2. Create a wall by taping “bricks” of paper side by side and ask each students to explain what his/her brick represents.

3. Post photos of wall or individual bricks to @ilhmec #TAKEASTAND to share with the Museum community.

HUMAN CONNECTION - REFLECTION

Have students write a minimum of a one-paragraph reflection about a connection they found between the Survivor they heard from in the Theater and one of the people from the Goodman Upstander Gallery. Students may need access to copies of the bios of the people featured in the Survivor Theatre.