

Advocacy and Citizenship: Speaking Out For Others

Student Handout

ADVOCACY AND CITIZENSHIP

Program Guests

ADVOCACY AND CITIZENSHIP Module I: Integrity and Character Pre-Viewing Activity: Student Handout

Before viewing the program consider these questions:

- What is advocacy?
- What does it mean to be an advocate?
- What personal qualities does an advocate need to be successful?

PERSONAL REFLECTION: QUICK-WRITE

In each of the columns below, make a list that describes the things you are (or could be) an advocate for in your family, school, or community.

Beliefs Causes People

Describe someone you know that



Dr. Benjamin Carson is Director of Pediatric Neurosurgery at Johns Hopkins Hospital in Baltimore. He was a failing student in elementary school

when his mother sharply limited his television watching and required him to read two books a week. A hunger for knowledge took hold of him, and he began to read voraciously on all subjects. He has repeatedly made medical history with extraordinary accomplishments in brain surgery, including a successful operation to separate Siamese twins who were joined at the back of the head. Dr. Carson shares the story of his success with young people around the country with lecture tours and books such as *Gifted Hands* and *Think Big*.

General Wesley K. Clark was Supreme Allied Commander Europe and Commander in Chief of the United States European Command. He attended the United States



Military Academy where he graduated first in his class. He earned his master's degree at Oxford University as a Rhodes Scholar and went on to command at every level from Company to Division. He later led the military negotiations for the Bosnian Peace Accords. As the top NATO and U.S. commander in Europe he led the successful NATO operations in Kosovo.



Sam Donaldson first came to the attention of many Americans with his relentless questioning of

you consider an advocate. What or who do they advocate for? What qualities do they have that make them a good advocate?

ADVOCACY AND CITIZENSHIP

Module I: Integrity and Character

Group Activity: Student Handout

GROUP TALK BACK: Each of the participants had interesting things to say about advocacy and the integrity and character needed to be a successful advocate. Read each of the following quotes from the program. As a group, select the quote you would like to examine and discuss further.

Brendan Sullivan

If you have character, those times in your life where you have to decide whether to give up or to push forward, whether to represent someone in an unpopular circumstance, or do you have the courage to do the right thing, that character and that integrity will be there.

Dr. Bernadine Healy

Without courage, you're not able to really stand for something. You can talk for something, you can make a lot of noise, but you will not be able to really transmit what you stand for into action.

Michael Moore

Ask yourself why you're doing what you're doing. I mean, if you're doing it for some reward, or if you're doing it because if



Presidents Carter and Reagan as White House correspondent

for ABC News. A 30-year veteran of ABC, he is now one of the pillars of the network's award-winning news team, co-anchor of *Prime Time Live*, anchor of *World News Sunday* and co-host of *This Week*, the Sunday morning political discussion program.

Dr. Bernadine

Healy is President of the American Red Cross. Before taking on the Red Cross assignment, Dr. Healy was Dean of the College of Medicine and Public Health at Ohio State University and Medical Consultant for CBS News. A cardiologist, she has also served as President of the American Heart Association. She was the first woman to serve as White House Science Advisor, and as head of the National Institutes of Health. Fifteen years ago she launched a program to study heart disease in women; she has made women's health a field of medicine in its own right.



Michael C. Moore is Attorney General of the State of Mississippi. He made history in 1994 when he sued 13 tobacco companies to reimburse his state for the costs it incurs

treating smoking related illnesses. He persuaded other states to join in the lawsuit and the tobacco companies agreed to pay \$240 billion, to be shared by all of the states. He became Mississippi's youngest elected District Attorney when he was only three years out of law school. He was the first District Attorney in the state to prosecute corruption in local government. He won his first term as Attorney General in 1979 and has since been re-elected three times.

Dr. Ruth J.

Simmons is the President of Smith College, one of the historically



or if you're doing it because if you don't do it you might lose something, then you're probably going to fail.

Dr. Ruth Simmons

Öthe reason for advocating for others who don't have what I have is to be able to feel well integrated as a human being, to be able to feel at the end of the day that I'm living for a reason other than my own self enrichment and self fulfillment.

Gen. Wesley Clark

You have to really understand what the circumstances are. You have to make sure you're doing it for the right reason and with the full awareness of all of the situational factors.

Dr. Benjamin Carson

So, courage, I think, is not acting without fear; it's acting with fear.

Discussion Roles:

Assign one person to play the

role of the panelist who made the statement.

Assign one person to act recorder to list key points made during the discussion.

Group members contribute their opinions and questions.

Suggested Discussion Questions:

Why did the group select this particular statement to discuss?

In what ways do you agree with this statement?

In what ways do you disagree with this statement?

Do you have personal experiences that relate to the panelist's opinion?

Do you know of anyone who embodies these ideas in their actions? Who?

What is the hardest thing about acting on this idea in your personal life?

What remaining questions do you have for this panelist?

When finished, share your discussion notes with another group or

prestigious Seven Sisters schools. The twelfth child of a sharecropper turned



aircraft worker; she grew up in a home without books or a desk. While her teaching and research interests center primarily on the literature of French-speaking Africa and the Caribbean, she is increasingly in demand for university administrative posts. She has been Associate Dean of the Graduate School at the University of Southern California, Provost of Spelman College, and Vice Provost of Princeton University. This autumn she will assume the Presidency of Brown University.



Brendan V.

Sullivan, Jr. is

Washington's top defense attorney.

The general public may best know him for his defense of Lt. Col. Oliver North, during the nationally

televised Iran-Contra hearings, but his career has been marked by controversy from the very beginning. As a young Army captain in 1968, with his defense of fellow soldiers accused of mutiny. He has been lead counsel in major criminal and civil cases far 30 years.

Washington publications consistently name Brendan Sullivan the best lawyer in town and the national press places him near the top of any list of America's most influential attorneys.

the entire class.

ADVOCACY AND CITIZENSHIP

Module I: Integrity and Character

Curriculum Connections: Student Handout

Select one the projects below to further explore advocacy and citizenship. Each project will require you to . . .

1. Research a topic or idea that will take you deeper into what it means to be an advocate.
2. Plan or design something that allows you to communicate your new knowledge and understanding of advocacy to others.
3. Share your work through the presentation or display of the finished product.



Project #1: Multimedia Tribute: Dr. Linus Pauling

Curriculum Focus: Science

Challenge: Using the America Academy of Achievement [Gallery of Science](#) as a start, research the life of Dr. Linus Pauling. Identify how this renowned scientist became an advocate for world peace. Identify how his integrity and character played a role in his effectiveness as an advocate.

See: <http://www.achievement.org/autodoc/page/pau0int-1>

Outcome: Create a multimedia tribute to Dr. Pauling using text, photos, and other media.

Project #2: Sites of Courage

Curriculum Focus: History/Geography

Challenge: Research 3–5 locations and events in the United States where memorable advocates displayed moments of courage in support of their beliefs.

Outcome: Develop a design and necessary content for a web site dedicated to advocacy in action. Include maps and accompanying text to spotlight sites of courage in the history of American advocacy.

Project #3: Front Page News

Project #3: Front Page News
Curriculum Focus: Current Events

Challenge: Identify a current national or local issue that you believe needs to be addressed. Conduct research to ensure you have a thorough understanding of the issue. Use the 5Ws of journalist writing (who, what, where, when, why, how) to collect information.

Outcome: Use your research to write two different newspaper articles. Write a front-page factual story about the issue. Then, write a follow-up editorial that states your opinion and advocacy position.

ADVOCACY AND CITIZENSHIP
Module I: Integrity and Character
Research Project: Student Handout

Perseverance: The importance of integrity and character in advocacy

RESEARCH FOCUS

The focus of this research project is how successful advocates overcame incredible risks and challenges to persevere and make a difference.

SAMPLE RESEARCH TOPICS

The following list of famous advocates should help you get started. Don't hesitate to select other advocates who you find important and interesting for this research project.

Martin Luther King
Helen Caldecott
Rachael Carson
Mahatma Gandhi
Gallileo
Copernicus
Susan B. Anthony
Oskar Schindler
Dorothy Day

RESEARCH QUESTIONS

Use the following research questions to get started. Add your own throughout the research process.

1) What was this person advocating for or against?

- 2) Who or what was the opposition?
- 3) How did they show that they had a full understanding of the issue or situation?
- 4) What propelled them to act or speak out?
- 5) What price did they pay for their advocacy?
- 6) How did their character or sense of integrity help them persevere?
- 7) What drove them to continue? Where did they find courage?
- 8) What level of success did they achieve? What failures did they experience?

RESEARCH PROJECT REQUIREMENTS

Present a clear thesis statement in your research paper or presentation.

Compare two or more advocates.

Site references.

SUGGESTED RESEARCH PRESENTATION FORMATS

Research paper

Multimedia presentation

ADVOCACY AND CITIZENSHIP

Module II: Honesty and Values

Pre-Viewing Activity: Student Handout

Before viewing the program consider these questions:

What does it mean to be honest?

How does our culture value honesty? Do you value honesty? Why?

Give examples of honesty in practice in your school, family, or community.

Sketch Pad Activity

On an empty pad, write words, draw images, and sketch symbols to explore how honesty plays a role in your life. Generate ideas by recalling your own positive and negative personal experiences with issues of lying and honesty.

ADVOCACY AND CITIZENSHIP

Module II: Honesty and Values

Group Activity: Student Handout

HONESTY ON THE JOB -- CAREER WEB:

In a small group select a career/job that group members find interesting. It might be a career such as law or medicine that panel members discussed on the program. Brainstorm how the value of honesty relates to that particular career. What issues related to telling the truth and advocating a position might you encounter in this career? Draw a Career Web to identify the career and related honesty issues.

To complete your web include honesty issues and examples such as

- Lying
- Cheating
- Competition
- Performance Pressure
- Fairness
- Employee relations
- Public relations
- Regulations and Policies
- Value systems
- Stealing
- Falsifying information
- Wining and success

When finished, share your *Honesty on the Job -- Career Web* with another group or the entire class.

ADVOCACY AND CITIZENSHIP

Module II: Honesty and Values

Curriculum Connections: Student Handout

Select one the projects below to further explore how honesty and values affect advocacy. Each project will require you to . . .

1. Research a topic or idea that will take you deeper into what it means to be an advocate.
2. Plan or design something that allows you to communicate your new knowledge and understanding of advocacy to others.
3. Share your work through the presentation or display of the finished product.

Project #1: People and Places

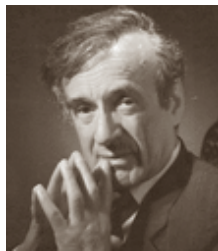
Curriculum Focus: Social Studies / Geography

Curriculum Focus: Social Studies/Geography

Challenge: Brainstorm a list of at least five famous advocates who have exhibited a courageous dedication to honesty. Create a chart that lists the person, place, event, and time period when their acts of honesty made an important difference.

Outcome: From your chart, select one person to highlight in a short magazine article/spread about honesty and courage.

Project #2: Elie Wiesel Timeline
Curriculum Focus: History/Literature



Challenge: [Elie Wiesel](#) is a writer, a survivor of the Auschwitz concentration camp, and an advocate against oppression. Using the American Academy of Achievement [Hall of Public Service](#) as a start, research Mr Wiesel's life and times.

See : <http://www.achievement.org/autodoc/page/wie0int-1>

Outcome: Develop an annotated timeline that describes the events and achievements of Elie Wiesel's life and work.

Project #3: On the Air: A Radio Editorial on Honesty
Curriculum Focus: Persuasive Writing

Challenge: Select an issue about the value of honesty that affects your life. Brainstorm, survey other students, and draft your ideas. Write an effective persuasive editorial that could be aired on the radio to convince other s of your point of view.

Outcome: Write a persuasive editorial for a radio broadcast that presents your ideas about the value of honesty. Record your editorial on tape and play it for the class.

ADVOCACY AND CITIZENSHIP
Module II: Honesty and Values
Research Project: Student Handout

Imperfect Heroes

"One of the most important things to remember in life is that you will make mistakes. That is certain. And you will do things that

you think now you're not capable of doing. That is certain. But the most important thing is whether or not you have the values and the moral fortitude to overcome that, by admitting what you've done, and making the determination that you won't do it again, because of what you owe to the people around you." -- Dr. Ruth Simmons

One of the hardest things to do is to tell the truth and admit a mistake. But, it is important to do the right thing even if it feels as frightening as climbing without ropes. Throughout history, courageous people have been able to make difference because they were willing to say and do the right thing.

Research Challenge:

Survey friends, teachers, librarians, and family members to identify 3-5 people, living or deceased, who are heroes because they admitted mistakes, told the truth, and did the right thing. They may be famous individuals or known by only a few people. But what they have in common is that people will always remember them for their honesty and courage. Learn as much as you can about each person. Consider the following research questions:

Research Questions

Who are they and how would you describe their lives?
What do they care about? What is important to them?
What strengths and weaknesses do they have?
What mistakes have they made?
What acts of courage did they perform?
How and why were they able to do the right thing?
What happened as a result of their honesty and courage?
How can their experiences and choices be a lesson to us?

Research Outcomes

When you have completed your research, select one hero to present to the class. Use one of these formats to present your information in a creative way.

Tribute
Newspaper Interview
Obituary
Eyewitness Account

Pre-Viewing Activity: Student Handout

Before viewing the program consider these questions:

How is a lawyer an advocate? For what? For whom?

What are challenges faced by attorneys as they advocate for a client or for the state?

How do lawyers' opposing positions and arguments help justice be served?

Open Mind: Thinking Like a Lawyer . . .

List words to describe the advocacy concerns of a prosecuting attorney and a defense attorney in a criminal case.

ADVOCACY AND CITIZENSHIP

Module 3: Lawyers and Advocacy

Group Activity: Student Handout

Focus: Group Discussion

The scales of justice are dependent on well-trained effective attorneys who can adequately argue their case. The truth of guilt or innocence is directly tied to an attorney's advocacy skill. Review and discuss the following quotes made by Mr. Sullivan during the program.

Point of View: Defense Attorney – Brendan V. Sullivan

1. Do I look at the guilt, perhaps of a client? No, that's not my job. The job of the prosecutor is prove it, with this very difficult system. If I can deny that conviction, that's my duty.
2. Our system is based on adversary principles. Prosecutors fight with defense lawyers in the courtroom. Out of the conflict comes the truth.
3. Even a rich corporation deserves a defense, and they deserve a good defense.

Focus: Debate Role Play

Select one of Mr. Sullivan's statements above to use as the focus of a debate. Divide into two teams each representing a position. To plan your arguments, complete the debate plan below. If time allows, present your debate to the class.

Debate Question

FOR Position/Arguments

AGAINST Position/Arguments

ADVOCACY AND CITIZENSHIP Module III: Lawyers and Advocacy Curriculum Connections: Student Handout

Select one the projects below to further explore how lawyers practice advocacy. Each project will require you to . . .

1. Research a topic or idea that will take you deeper into what it means to be an advocate.
2. Plan or design something that allows you to communicate your new knowledge and understanding of advocacy to others.
3. Share your work through the presentation or display of the finished product.

Project #1: Ralph Nader and Consumer Rights **Curriculum Focus: Business and Consumer Education**



Challenge: Using the American Academy of Achievement [Hall of Public Service](#) and other sources, research the life of attorney [Ralph Nader](#). Long before he ran for President, Nader pursued a law career dedicated to protecting consumer rights by legal action.

See: <http://www.achievement.org/autodoc/page/nad0int-1>

Outcome: Select one of his consumer court cases and write a newspaper article describing the case, trial, and outcome.

Project #2: The Right to Choose
Curriculum Focus: Health/Art

Challenge: Consider Dr. Healy's comments about personal choice in health and safety issues. Select a risky teen health behavior such as smoking, overeating, not wearing a seat belt, etc. to research further.

Outcome: Develop an ad campaign with poster, TV ad storyboard, and slogan that reflects your advocacy position on a teen health/safety issue.

Project #3: Exploring a Career in Law
Curriculum Focus: Career Education/Art

Challenge: There are many different types of lawyers. Each one acts as an advocate for different types of clients and issues. A lawyer can specialize in criminal law, corporate law, environmental law and more. Research the different careers in law and select three that you personally find interesting.

Outcome: Create a promotional brochure to describe and advertise the law profession that you believe best fits your interests, talents, and advocacy positions.

ADVOCACY AND CITIZENSHIP
Module III: Lawyers and Advocacy
Research Project: Student Handout

"Our system works best when you have a good prosecutor and you have a good defense attorney, and both understand that their job is to seek the truth; not just to win." -- Michael Moore

Trial drama is broadcast daily on national television in real or fictional courtrooms. It has become a form of entertainment. We can watch cases being argued in domestic, civil, juvenile, and criminal courts. Sometimes a judge alone listens to lawyers' arguments. In other trials, attorneys must convince a jury to get a ruling in their client's favor. But legal advocacy is serious business and critical to our rights as citizens in a democracy.

business and critical to our rights as citizens in a democracy.

In this research project you will act as a reporter covering a famous or significant trial.

SAMPLE RESEARCH TOPICS

A Famous Criminal Trial: Research a famous criminal trial of the past

An Important Consumer Case: Research a class action suit such as Michael Moore conducted against the tobacco companies.

A Significant Environmental Case: Research a case in which important environment issues or rights were at stake.

A Local Trial: Research a trial in your local area that had a significant effect on your community.

SAMPLE RESEARCH QUESTIONS:

Start with the 5Ws – Who? What? Where? When? Why?

Who are active participants in the trial? Who is on trial?

Why is this person or organization on trial?

When did this trial take place?

What were the allegations, charges, and issues in this trial?

What were the prosecutor's or opposing attorney's arguments?

What were the defense attorney's arguments?

What did attorneys present as evidence to advocate for their clients?

How effective was each attorney's skill as an advocate?

What was the outcome of the trial?

How was justice served?

Why is this trial important?

RESEARCH OUTCOMES

When you have completed your research, present your findings in one of the following formats:

Newspaper Article

Editorial

Trial Web Site

Interview

ADVOCACY AND CITIZENSHIP

Module IV: Students and Advocacy

Pre-Viewing Activity: Student Handout

Before viewing the program consider these questions:

Should students step out and be advocates? Why? Why not?
What is an example of how students can be advocates in their communities?
Do young people have enough power to be successful? Why? Why not?

Advocacy Wheel Brainstorm

Students can act as advocates giving of their time and talents to help others. Create an Advocacy Wheel to brainstorm how students can make a difference. Draw a wheel, and put a community problem or need in the center of the wheel. In the spokes list things students can do to help.

ADVOCACY AND CITIZENSHIP

Module IV: Students and Advocacy

Group Activity: Student Handout

Focus: Community Tour

You may live in a big city, a small town or rural village. In any area where people live, there are opportunities to be advocates. Problems relating to human needs, the environment, animal care, and more exist and need attention. Young people always have opportunities to get involved and make a difference.

Your Challenge:

Work together in your small group and brainstorm a list of problems in your area that need addressing. Imagine that you are going to explain to an out-of-state visitor where these opportunities for advocacy exist. Plan a car tour of your area that will highlight problems and where they exist.

Brainstorm List

Trip Itinerary

Advocacy Tour Map

ADVOCACY AND CITIZENSHIP

Module IV: Students and Advocacy

Curriculum Connections: Student Handout

Select one the projects below to further explore how students can practice advocacy. Each project will require you to . . .

1. Research a topic or idea that will take you deeper into what it means to be an advocate.
2. Plan or design something that allows you to communicate your new knowledge and understanding of advocacy to others.
3. Share your work through the presentation or display of the finished product.



Project #1: Jimmy Carter and Habitat for Humanity

Curriculum Focus: Mathematics

Challenge: Using the America Academy of Achievement Gallery of Public Service to get started, research the advocacy activities of former President [Jimmy Carter](#).

See: <http://www.achievement.org/autodoc/page/car0int-1>

Focus on the organization, Habitat for Humanity, which he

started. Conduct additional research including its activities in your area.

Outcome: Write a detailed profile of Habitat for Humanity including its use of student involvement and a per-house budget that shows how it can build affordable housing using volunteer help.

Project #2: Memories

Curriculum Focus: Creative Writing/Art

Challenge: Think about a time when you gave of yourself and made a difference to a person or your community. What were the circumstances? What did you do? What did you give? How did it make you feel?

Outcome: Write a poem or a personal narrative that captures that memory of your effort to be an advocate. Include photos and artwork to further express the experience and the feelings it created.

Challenge: Students have a tremendous amount of energy and physical skills. What are the programs and opportunities available to turn an interest in sports and physical hobbies into advocacy? Research organizations like the Special Olympics that focus on sports and recreational advocacy.

Outcome: Create a storyboard for a commercial to interest students in volunteering in a sports and recreation program to address a need and make a difference to others.

ADVOCACY AND CITIZENSHIP

Module IV: Students and Advocacy

Research Project: Student Handout

"You're going to achieve and do great things. Give it! Give it back! Give it back every chance you get!" -- Michael Moore

Research Focus: What can I do in my own community to help others? What are the steps that I need to take to move from an idea to taking action?

Research Topics: Research needs in your neighborhood that match your interests and talents. These might include education, sports, the environment, politics etc.

Research Outcomes: Complete the following problem profile and

action plan. After you have participated in an advocacy activity, write a monologue to share with the class about your experience.

Problem Profile:

Research three problems in your area that you need to understand more fully in order to select one of them for your action plan and volunteer participation.

What is the problem? Who is affected? What are the causes?

My Action Plan

This is how I can make a difference:

Getting Started:

People to Contact:

Questions to Ask:

Things I Need:

Schedule:

ADVOCACY AND CITIZENSHIP

Module V: Discrimination

Pre-Viewing Activity: Student Handout

Before viewing the program consider these questions:

What is discrimination? On what basis are people discriminated against?

What examples of discrimination do you see in your school? Community? Nation?

How can discrimination negatively effect not only the person discriminated against, but also the person acting in a discriminatory way?

Cause and Effect Brainstorm

People discriminate when they make choices. Choosing to be a vegetarian rather than eat meat is a person's discriminating choice regarding diet. But people-targeted discrimination that involves such things as race, class, gender, sexual preference etc. results in depriving others of their rights and respect as human beings. Some negative acts of discrimination are obvious and

beings. Some negative acts of discrimination are obvious and public. Others are much more subtle and private. Both have an affect on the person who is the target of the discrimination. Use the Cause and Effect chart below to brainstorm causes/targets of discrimination, different types of acts associated with this form of discrimination, and the effects on those discriminated against.

Cause

- Targeted Person or Group

Direct Acts of Discrimination

Subtle Acts of Discrimination The Effect on People Targeted

ADVOCACY AND CITIZENSHIP

Module V: Discrimination

Group Activity: Student Handout

"There are still dispossessed, disenfranchised segments of our society that are nowhere getting the kind of rights that they are entitled to." -- Dr. Ruth Simmons

FOCUS: PUBLIC SERVICE AD CAMPAIGN

Your group's challenge is to identify a group in our society that is still discriminated against. Using the planner below, develop a public service advertisement for television or the Internet that targets and denounces this form of discrimination in our society.

Form of Discrimination

Targeted Individuals

Rights Denied

Our Position Statement:

Use technology or drawing tools to create a storyboard for your public service spot. Present it to another group or the entire class either by acting it out or sharing your storyboard plans.

ADVOCACY AND CITIZENSHIP

Module V: Discrimination

Curriculum Connections: Student Handout

Select one the projects below to further explore how discrimination affects our society and the need for advocacy to stop it. Each project will require you to . . .

1. Research a topic or idea that will take you deeper into what it means to be an advocate.
2. Plan or design something that allows you to communicate your new knowledge and understanding of advocacy to others.
3. Share your work through the presentation or display of the finished product.



Project #1: Rosa Parks: Pioneer for Civil Rights **Curriculum Focus: Creative Writing**

Challenge: Using the American Academy of Achievement [Hall of Public Service](#) to get started, research the life of [Rosa Parks](#). Focus on her actions on a Montgomery bus, in 1955, that sparked the Civil Rights Movement.

See: <http://www.achievement.org/autodoc/page/par0int-1>

Outcome: Use your research to write an eyewitness account of Rosa Parks's action on the bus. Write in the first person either as Rosa Parks or another black passenger on the bus.

Project #2: Cliques and Stereotypes **Curriculum Focus: Social Studies**

Challenge: Think about how stereotypes about people and groups can lead to discrimination. Students are very familiar with how school cliques are based on stereotypical assumptions about people. Conduct a student/faculty survey in your school to identify the main cliques and the stereotypes they are based on.

Outcome: Write a report that presents your survey results and explores ways isolating stereotypes can be overcome.

Project #3: Telling Events **Curriculum Focus: Current Events**

Challenge: Research three front-page headline news stories that were a direct result of some form of discrimination. Identify

were a direct result of some form of discrimination. Identify causes, targeted individuals, discriminatory acts, and resulting consequences to individuals and the community.

Outcome: Develop a Cause/Effect web for each news story that illustrates the role discrimination played in the event

ADVOCACY AND CITIZENSHIP

Module V: Books -- Discrimination

Research Project: Student Handout

PEOPLE CAN MAKE A DIFFERENCE!

During this program segment, Michael Moore describes Mission Mississippi, a state program dedicated to ending discrimination in Mississippi. Dr. Carson describes something he calls Compassionate Action. There are many important programs supported by organizations and individuals that are dedicated to exposing and eliminating discrimination. Throughout American history, courageous people have joined together to advocate for treating each other in a different way -- with compassion and a desire for a common vision we all can share.

In this research project you will act as an historian with a specialty in civil rights who is interested in better understanding the efforts and achievements of an individual or organization who successfully advocated for an end to discrimination.

SUGGESTED RESEARCH TOPICS

A courageous person, a private citizen who advocated for an end to discrimination. A person in government or the military who advocated against discrimination. An organization or group of people who effectively advocated for civil rights. An entire community who made a united effort to end discrimination.

THINGS TO CONSIDER:

Geographic and Economic Influences
Strength of the Opposition
Historical Period and Political Events
Effects of Discrimination
Cultural Opinions
Reasons for Success

RESEARCH OUTCOMES

A concept paper and preliminary script for a program on the history channel that celebrates the achievements of this individual or group.

The design and editorial content for a three-page web site dedicated to the achievements of this individual or group.

ADVOCACY AND CITIZENSHIP

Module VI: Books That Changed Lives

Pre-Viewing Activity: Student Handout

Before viewing the program consider these questions:

What inspires people to achievement and advocacy? How can reading play a positive role in a person's life and development? How do role models or family members play a role in inspiring a person to achievement and advocacy?

Personal Book Review

Everyone has read books that they will never forget. There are certain authors, stories, characters that inspire readers to look at their own lives and decide to use what they've read to become a better person. Which books have affected you in a positive way? Why? Use the following categories to brainstorm the positive impact reading has made in your own life. Use both words and graphics!

An Inspiring Book

An Inspiring Character

An Inspiring Author

ADVOCACY AND CITIZENSHIP

Module VI: Books Can Change Lives

Group Activity: Student Handout

Books can change lives! Other forms of art can also inspire!

Books -- Film -- Theater -- Visual Art -- Music -- Dance

The work of artists and writers can inspire us to become better people and advocates for others. As a group, create a list of recommendations in the categories below that you believe will inspire other students. Share your choices with the class.

ART FORM TITLE/DESCRIPTION WHY CHOSEN Book Film Play
Music Performance Painting Photography

ADVOCACY AND CITIZENSHIP

Module VI: Books That Changed Lives

Curriculum Connections: Student Handout

Select one the projects below to further explore how discrimination affects our society and the need for advocacy to stop it. Each project will require you to . . .

1. Research a topic or idea that will take you deeper into what it means to be an advocate.
2. Plan or design something that allows you to communicate your new knowledge and understanding of advocacy to others.
3. Share your work through the presentation or display of the finished product.

Project #1: Powerful Books

Curriculum Focus: Expository Writing

Challenge: Using the American Academy of Achievement [Library](#) and the Books that Changed Lives area, select a person and the description of the book they selected.

See: <http://www.achievement.org/library/frames.html>

Who is this famous person? How did this book and its author make a difference in their lives? How did it inspire this person to strive for achievement?

Outcome: Write a profile of the individual and a summary of their comments about this important book. Include the reasons why you selected this person and book for review.

Project #2: Wise Choices Curriculum Focus: Goal Setting

Challenge: Dr. Carson describes how his mother transformed him from an under-achieving student on the brink of trouble to a reader with an interest in learning and achievement. His personal habits switched from TV viewing to reading. What about you? What could you do differently to make a positive difference in your own life?

Outcome: Develop a list of personal goals including books you have always wanted to read. Make a schedule and keep track of how well you meet your goals. Develop a list of personal goals including books you have always wanted to read. Make a schedule and keep track of how well you meet your goals.

Project #3: Public Service

Project #1: Public Service

Curriculum Focus: Careers

Challenge: Several times during the program, people mentioned "public service." General Clark described how reading the Greek Classics gave him a commitment to public service. What does this term mean to someone trying to decide on a career choice?

Outcome: Research the term "public service" and select three occupations that would be considered public service careers. Select one that you find interesting. Write a job description of this career with an emphasis on why it is a public service occupation.

ADVOCACY AND CITIZENSHIP

Module VI: Books That Changed Lives

Research Project: Student Handout

The Greek Connection

The Greek Culture has given the world a wealth of stories, books, and plays that inspire people to aim for achievement and public service. Greek writers such as Plato, Homer, and Aeschylus introduced heroes who overcome enormous challenges, and citizens who were required to work for the common good.

In this research project you will select a Greek myth, play, poem, or book to learn review and analyze as it applies to our modern world and your own life.

SUGGESTED RESEARCH TOPICS

Greek Myths such as, Prometheus, the Fire-Bringer or Demeter and Persephone

Greek Poems like Homer's *Odyssey* or *Iliad*

Greek Plays by Aeschylus, Sophocles, or Euripedes

Plato's *Republic* or other works

THINGS TO CONSIDER:

Who is the author?

What was the author's purpose in writing this work?

What is the message?

What does it have to teach us in the 21st Century?

Which characters were inspiring?

Would you recommend this work?

RESEARCH OUTCOMES

Create a profile of a hero or heroine in the story that emphasis their positive and inspiring qualities and achievements.

Re-write a myth putting it and its message into modern times.
Write a letter to the author that tells him what you think of his
work and why it is important today.

© 2000 American Academy of Achievement. All rights reserved.
Webmaster: webmaster@achievement.org
More Info: aainfo@achievement.org