

PROJECT:WORDS THAT CHANGE THE WORLD.

UNIT:THE FIGHT AGAINST RACISM



A NEED TO KNOW

WHAT IS
RACISM?

CIVIL RIGHTS
MOVEMENT

WHAT IS
XENOPHOBIA?

REFUGEES
AND
DISPLACED
PERSONS

Several white lines of varying lengths and angles are drawn in the bottom right corner of the slide, creating a modern, abstract graphic element.

EXECUTIVE FUNCTIONS

-TASK INITIATION

-FLEXIBILITY



No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

— Nelson Mandela —

AZ QUOTES

CALP

- RACISM
- REFUGEES
- SEGREGATION
- INTER-ETHNIC CONFLICTS
- ROSA PARKS
- MARTIN LUTHER KING
- MARCH ON WASHINGTON

- CIVIL RIGHTS
 - DEMONSTRATION
 - RIOTS
 - PEACE MOVEMENT
 - INTEGRATIONISM
 - MINORITIES
 - DURBAN CONFERENCE
- 

ADVANCE ORGANIZER: CAN YOU EXPLAIN THIS PICTURE?



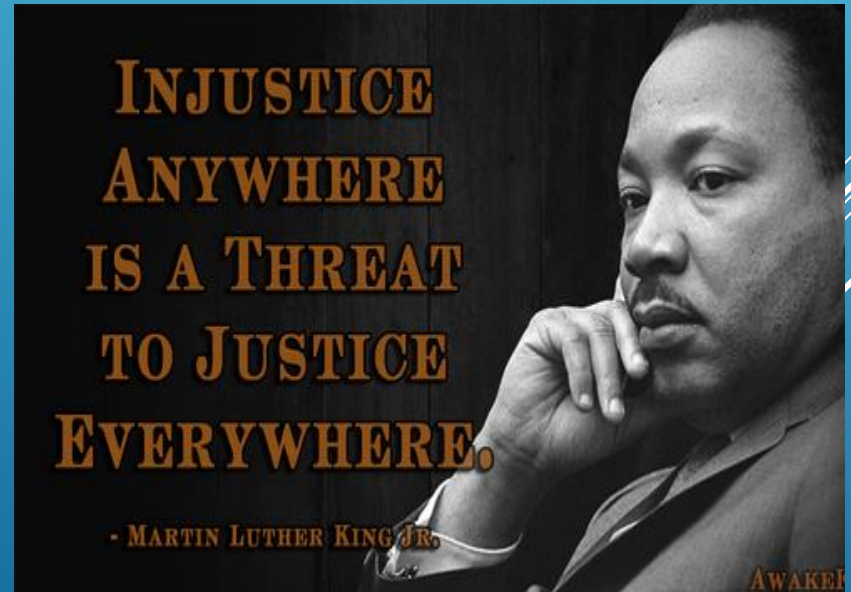
DRIVING QUESTION

- ▶ HOW CAN WE USE THE WORDS IN THE FIGHT AGAINST RACISM AND XENOPHOBIA?



"Racism is still with us. But it is up to us to prepare our children for what they have to meet, and, hopefully, we shall overcome."

Rosa Parks



**INJUSTICE
ANYWHERE
IS A THREAT
TO JUSTICE
EVERYWHERE.**

- MARTIN LUTHER KING JR.

AWAKE

OUR PROJECT

- This project consists on creating a blog and designing a pamphlet that has to be chosen and voted in the blog.
- The pamphlet will include a Decalogue with proposals to fight against racism and xenophobia in our high school (5 proposals) and with proposals of friendly welcome to the refugees or foreign students (5 proposals)
- The pamphlet will include to a brief manifest explaining why we must fight against racism and xenophobia.
- The students will find the inspiration in the fight for the civil rights in the 60s and in the manifest of Martin Luther King “I have a dream....” (They will look for the basic information in internet).
- When the best pamphlet has been chosen and voted in the blog, it will be shared with the other students in the high school as an example of good practices.

EXEMPLARS OF PAMPHLETS

WHAT DOES ISLAM SAY ABOUT...

Topic	Summary
Prayer	Prayer is a pillar of Islam. It is a way of connecting with Allah. Muslims pray five times a day in a specific direction (Qibla). The prayer is performed in a specific way, with specific words and movements.
Fasting	Fasting is another pillar of Islam. It is a way of purifying the soul and developing self-control. Muslims fast during the month of Ramadan. Fasting involves abstaining from food and drink from dawn to dusk.
Zakat	Zakat is a pillar of Islam. It is a form of charity that is obligatory for all Muslims who are financially able. Zakat is given to the poor and needy to help them in need.
Hajj	Hajj is the final pillar of Islam. It is a pilgrimage to the holy city of Mecca. Hajj is performed once in a lifetime by all Muslims who are physically and financially able.

INTRODUCTION TO ISLAM

PURPOSE OF LIFE

Islam is a religion that teaches the purpose of life is to worship Allah and follow His commands. It is a way of life that guides Muslims in all aspects of their lives, from their beliefs to their actions. The purpose of life is to achieve happiness and peace in this world and the next.

Practical & Balanced

Islam is a practical and balanced religion. It teaches Muslims to live a life of moderation and balance. It is not a religion of extremes. It teaches Muslims to be good to their families, their neighbors, and their fellow Muslims. It teaches Muslims to be honest, truthful, and just. It teaches Muslims to be patient, forgiving, and kind. It teaches Muslims to be brave and strong. It teaches Muslims to be happy and content. It teaches Muslims to be successful in all that they do.

Learn the basics

Learn the basics of Islam in a simple and easy-to-understand way. This book is perfect for anyone who is new to Islam or who wants to learn more about the religion. It covers the five pillars of Islam, the history of Islam, and the beliefs and practices of Muslims. It is a great resource for anyone who is interested in learning more about Islam.

DANGER DUE TO UV RADIATION FROM THE SUN

People who work outdoors have a higher risk of developing skin cancer, eye cancer and cataracts. They are regularly exposed to the damaging effects of the sun for long periods of time.

Damage from the sun can be prevented!

Region of Waterloo PUBLIC HEALTH

PROTECT YOURSELF

in five simple steps:

- Seek shade**
Seek shade especially during lunch and coffee breaks. The sun is strongest between 10 a.m. – 4 p.m.
- Slip on sun-protective clothing**
Choose long pants and long sleeve collared shirts. Wear clothing that covers as much of the body as possible.
- Slap on SPF 30+ sunscreen and lip balm**
Apply a broad spectrum (UVA and UVB), water-resistant sunscreen 20 minutes before going outside. Reapply at least every two hours.
- Slap on a broad-brimmed hat**
A hat should cover your head, face, neck and ears. The brim should be at least eight centimetres (three inches) wide. Attach a back flap and/or visor to a construction helmet.
- Slide on sunglasses**
Go for close-fitting wrap-around styles that have UVA and UVB protection.

For more information call 519-740-5793 ext. 3478 or visit www.regionofwaterloo.ca/ph

A weekend of discussion and debate

Socialism 2013 is a crucial event for all those wanting to fight back against a world in turmoil. The Con-Dems' brutal austerity continues, the world economy and Eurozone remain in crisis, revolution and counter-revolution chase each other in the Middle East and mass protests have erupted in Turkey, Brazil, South Africa and elsewhere. At Socialism 2013, anti-cuts activists, anti-bedroom tax campaigners, trade unionists and youth and student activists will come together for a weekend of discussion and debate. Socialism 2013 will be a showcase for the socialist alternative to crisis, cuts and capitalism.

How will the crisis in working class political representation be solved?

A forum will discuss what conclusions should be drawn from Miliband's attempt to end the link between the trade unions and the Labour Party, with speakers from **UNITE**, **GMB** and **CWU**. There will also be sessions on **councillors against the cuts** and the **struggle for a new mass workers' party**.

Introducing Marxism

Marxist Philosophy: using dialectical materialism
Historical materialism: how Marxists understand progress
An Introduction to Marxist economics

Will there be a general strike in Britain?

Speakers include Rob Williams, Chair of National Shop Stewards Network

New to socialist ideas?

Are we naturally too greedy for socialism?
Is the Russian revolution relevant today?
How would socialism actually work?

International Struggle

The Socialist Party is the England & Wales section of the Committee for a Workers' International (CWI). Our members around the world are involved in, and in many cases leading, mass struggle for workers' rights and socialism. Hear from them at Socialism 2013.

Anniversaries

- 30 years on: Liverpool, a city that dared to fight
- 20 years on: the murder of Stephen Lawrence, police racism, and the battle to stop the BNP
- 75 years on: The founding of the fourth international
- 40 years on: Pinochet's bloody coup in Chile – what lessons are there for today?

South Africa: birth of the Workers' and Socialist Party. Speaker from WASP

Egypt and Tunisia in turmoil
A cauldron of civil war – what programme should socialists put forward in Syria? Niall Mulholland CWI

What future for Cuba?
Sri Lanka: Thirty years since 'Black July' – is a new period of struggle opening up? Senan Tamil Solidarity

socialistworld.net

Mitglied des Ausschusses und Leiter
der Angelegenheiten
Jurgis Bruvelaitis

EXEMPLARS OF DECALOGUES



A Decalogue by Dr. Maria Montessori

Download Article
PDF 96 Kb

1. Never touch the child unless invited by him (in some form or the other).
2. Never speak ill of the child in his presence or absence.
3. Concentrate on strengthening and helping the development of what is good in the child so that its presence may leave less and less space for evil.
4. Be active in preparing the environment. Take meticulous and constant care of it. Help the child establish constructive relations with it. Show the proper place where the means of development are kept and demonstrate their proper use.
5. Be ever ready to answer the call of the child who stands in need of you and always listen and respond to the child who appeals to you.
6. Respect the child who makes a mistake and can then or later correct himself, but stop firmly and immediately any misuse of the environment and any action which endangers the child, his development or others.
7. Respect the child who takes rest or watches others working or ponders over what he himself has done or will do. Neither call him, nor force him to other forms of activity.
8. Help those who are in search of activity and cannot find it.
9. Be untiring in repeating presentations to the child who refused them earlier, in helping the child acquire what is not yet his own and overcome imperfections. Do this by animating the environment with care, with restraint and silence, with mild words and loving presence. Make your ready presence felt to the child who searches and hide from the child who has found.
10. Always treat the child with the best of good manners and offer him the best you have in yourself and at your disposal.


Maria Montessori







THE 2000 AD ARTIST'S TEN COMMANDMENTS

1. THE FIRST PERSON TO SPEAK **SHOULD ALWAYS BE ON THE LEFT**
2. ALWAYS LEAVE THE TOP **25% OF EACH PANEL EMPTY FOR LETTERING** (MORE IF NECESSARY)
3. LEAVE ROOM FOR THE TITLE AND CREDITS ON THE FIRST PAGE
4. LEAVE A **5mm GUTTER** BETWEEN EVERY PANEL
5. **KEEP** THE 'CAMERA' **ANGLES VARIED** AND VISUALLY INTERESTING
6. TELL THE STORY - **SHOW WHAT'S RELEVANT**
7. MAKE YOUR CHARACTERS **ACT** AND **REACT** - GET INSIDE THEIR HEADS
8. NEVER BLEED THE IMAGE OFF THE LAST PANEL OF THE STORY - LEAVE ROOM FOR 'NEXT PROG' LINE
9. **LEAD THE READER'S EYE** ACROSS THE PAGE **SMOOTHLY**
10. IF YOU'RE NOT SURE ABOUT SOMETHING, **ASK THE EDITORIAL TEAM!**


EXEMPLARS OF BLOGS

subscribe to get a free eCookbook with our top 25 recipes.

income | resources | 

pinch of yum about recipes shop      

make this for DINNER or skip straight to the blog →



Mr. Ross's Science Class,
Lakeview JH

Home Student Projects Videos About Guidelines for Posts Web Links Extra Credit Science Unit
Earth/Space Science Life Science Physical Science 



Welcome!

Hello everyone, and welcome to our Science Blog! My hope is that you will use this blog to help pursue your interest in science, and that you would become an independent learner using the resources on the blog. Use the blog to find resources, help, to post ideas and thoughts, and to communicate with the whole class. Enjoy!

Latest News »

August 19, 2013
Hello everyone! Today was the first day of school, and just like most classes, we began running through procedures and getting to know one another. The goal for today was for the students (and teacher) to make a good first impression, and I would say most students did! I also tried learning the students' names, but I was only partially [Read full article »](#)

June 5
Today is the last day of school! Though it is an exciting day, I am also sad to see so many wonderful students go. I wish you all the best of luck next year and in the future, and feel free to come say hi! [Read full article »](#)



Twitter - Follow me

Old Posts (click on the day you're searching for)

August 2013						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

[» Jun](#)

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Recent Comments and Questions

HUZZAH!
Celebrating living and learning together.

Home About Huzzah! 2013-2014 Commenting Guidelines Huzzahnian Grads



 **Grade Sixes Set Sail!** Filed under [Active Living](#) Oct 14 2013

This guest post was written by Faith and Jessica.

Hello, visitors to Huzzah!

This year our Grade 6s got the wonderful experience of going sailing. We learned how to tie knots, rig the sails, work together to take the boat down the boat ramp, and get underway. On the water, we learned where the boat goes if you push or pull the tiller bar, how to read the wind, and most challenging of all, how to work as a team.

PLEASE NOTICE OUR SUCCESSES, NOT OUR MISTAKES.

Our blog is a invitation to see what we are up to. Some of our work will be polished, and some will be in draft form. Please honour our attempts. We are learning!

WHERE'S THE ACTION?

On our class blogs, below. Please read and comment on posts. Add to the topic, ask a question, give your opinion, agree or disagree politely. If you have a blog, we'll come and visit you, and read and comment, too.


World Neighbours

HOTS- EXEMPLARS

- ▶ Analyse: The students will analyse different types of pamphlets, manifests, decalogues and blogs. They have to decide which ones are the most attractive and convenient for the project (Evaluate).



TASK-BASED INSTRUCTION

- ▶ The students will search for decalogues and manifests in the internet to use them in the pamphlet. The students will design the drafts for their pamphlets.
 - ▶ In the last 15 minutes they will share and comment on their designs.
- 
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TEACHING SEQUENCE

- ▶ Session 1: Advance organizer and creating background knowledge. Driving question.
- ▶ Session 2: A need to know. Introduction: Racism, xenophobia, civil rights movement and refugees crisis nowadays.
- ▶ Session 3: From the past to the present – Analysis and comparison of present and past racial conflicts.
- ▶ Session 4: Starting with the project – Analysing exemplars of manifests, decalogues, pamphlets and blogs.
- ▶ Session 5: Working on the project – Creation of the blog. Collaborative work Teacher/Students. Uploading past and present news about racism and xenophobia.
- ▶ Session 6: Working on the project – Design of pamphlets.
- ▶ Session 7: Working on the project – Design of decalogues and manifests
- ▶ Session 8: Working on the project – Uploading to the blog the final pamphlets. Voting the best one.
- ▶ Session 9: Printing, distributing and presenting the final pamphlet to the rest of the students of the high school.

INQUIRY AND INNOVATION

- ▶ Session 1: Gallery Walk. Before starting with the mind map about the context (Civil rights conflicts) we walk around the classroom seeing in the walls different photos, sentences...to start a brainstorming with different characters (Martin Luther King, Rosa Parks, Nelson Mandela...).
- ▶ Session 2: Do you know the difference between racism and xenophobia? Do you know the main principles of the civil rights movement? Do you know the difference between a refugee and an immigrant?
- ▶ Session 3: What is a racial conflict? Are you able to name the main racial conflicts in the last decades?
- ▶ Session 4: What is a pamphlet? What is a Decalogue? What is a Manifest?
- ▶ Session 5: Working on the project.
- ▶ Session 6: Working on the project – Cooperative Learning – Structured Problem Solving: Divided into groups of four, the students will learn together how to analyse a pamphlet, and how to design their own one.
- ▶ Session 7: Working on the project – Cooperative Learning – Structured Problem Solving: Divided into groups of four, the students will learn together how to analyse a manifest and a decalogue and how to design their own ones.
- ▶ Session 8: Working on the project.
- ▶ Session 9: Printing, distributing and presenting the final pamphlet to the rest of the students of the high school

- ▶ 1.-Students showed different designs of pamphlets and shared opinions on them.
- ▶ 1.-Students showed different designs of manifests and shared opinions on them.
- ▶ 1.-Students showed different designs of decalogs and shared opinions on them.
- ▶ 1.-Students showed different designs of blogs and shared opinions on them.



Name: _____

Date: _____

Project Rubric

Criteria	4	3	2	1
Accuracy: Content Knowledge (x 2)	All information/content appears to be accurate and in chronological order.	Almost all information/content appears to be accurate and in chronological order.	Most of the information/content is accurate and in chronological order.	Some of the information/content is accurate and in chronological order.
Required Elements	Student included more information than was required.	Student included all the information that was required.	Student included most information that was required.	Student included some information that was required, but important information was missing.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Final Product (x 2)	The final product is exceptional in regards to meeting the project instructions and expectations.	The final product is very good in regards to meeting the project instructions and expectations.	The final product is good in regards to meeting the project instructions and expectations.	The final product does not reflect the project instructions or expectations.
Clarity and Relevance	Graphics/slides are all clear and relevant, and make the content easier to understand.	Almost all graphics/slides are clear and relevant and make the content easier to understand.	Some graphics/slides are clear and relevant and make the content easier to understand.	Few graphics/slides are clear and relevant or they do not make the content easier to understand.
Originality	Project reflects an exceptional degree of student creativity.	Project reflects strong student creativity.	Project reflects some creativity by the student, but may be based on the designs/ideas of others.	Project lacks overall student creativity.
Attractiveness	The project is exceptionally attractive in terms of design, layout, neatness and overall presentation.	The project is attractive in terms of design, layout, neatness and overall presentation.	The project is acceptably attractive and laid out, although more time could have been spent on the overall presentation of the project.	The project lacks attractiveness and the overall presentation is lacking in design, neatness or layout. The project is still in the "draft" stage and not fully complete.
Oral Presentation	Speaks clearly and with confidence, maintaining eye contact during the entire presentation. Very well prepared to present.	Speaks clearly and with confidence, maintaining eye contact during much of the presentation. Prepared to present.	Speaks fairly clearly and with some confidence, maintaining eye contact during some of the presentation. Student(s) could have used more time to prepare.	Lacking in clarity when speaking, lacking in eye contact and/or confidence. Not prepared to adequately present.

Comments: _____

_____ Total: _____

I THINK IT WOULD BE A GOOD RUBRIC FOR THE PROYECT BECAUSE IT PAY ATTENTION TO FORMAL ASPECTS, CREATIVITY, CONTENTS AND EFFORT

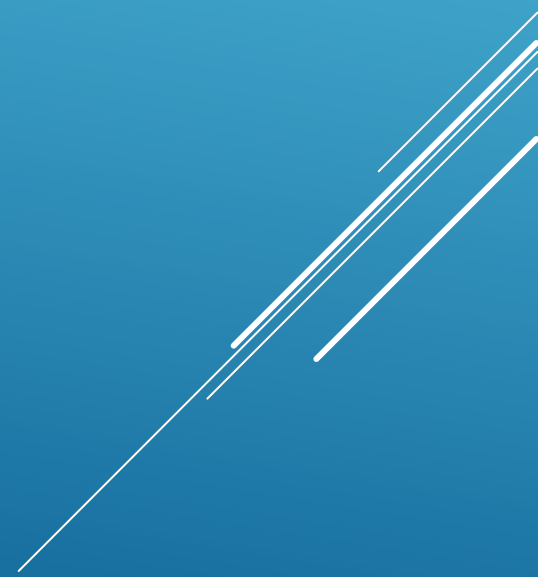
PROJECT TASK 4 – (8TH SESSION)

- ▶ The students will present their final project and they will upload it on the blog. They will vote for the best one.



PROJECT TASK 2 (6TH SESSION)

- ▶ The students will search for texts and information in the internet to use them in the pamphlet. The students will design the drafts for their pamphlets.
- ▶ In the last 15 minutes they will share and comment on their designs.



PROJECT TASK 5 – (9TH SESSION)

- ▶ The most voted final pamphlet will be printed, distributed and presented to the rest of the classrooms of the high school (through the class representatives)



- ▶ IN MY OPINION THE BEST THING OF MY PROYECT IS THE IDEA OF DOING SOMETHING(THE PAMPHLET) LEARNING CONTENTS ABOUT HOW WE CAN FIGHT TO IMPROVE RELATIONSHIPS BETWEEN HUMANS



CHECKLIST









