

BE THE CHANGE

Grade: 7-8, (can be modified for 6)	Topic: Survival and Development, Rehabilitation and Care
Curriculum Area: Language Arts and Social Studies: Canada’s Links to the World, Conflict and Change, Patterns in Human Geography	Title: <i>The Truths We Carry</i> pg 1 of 2

U.N. Rights of the Child Article(s):	Teaching Strategies
<ul style="list-style-type: none"> Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters. (Article 14) Children have a right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families who cannot afford to provide this. (Article 27) Children in war zones should receive special protection. (Article 38) 	<p>Session 1 Read <i>Old Turtle and the Broken Truth</i>, stopping at the page before the picture of the truth. Discuss as a class what the missing truth could possibly be. Do they think that the missing truth will solve the conflict? Fuel it further? Finish the story. Ask, “is the whole truth easy to believe? Why or why not?” Leave the class with a thinking question: 🤔 What other truths do you or others carry with you / them? Are they broken or whole? Can you identify truths that your parents have, a specific world leader has, etc.</p> <p>Session 2 Discuss what the class knows about the situation between Israelis and Palestinians in the Middle East (has anyone heard anything on the news or radio, read any articles, heard others speaking, etc). Read the introduction to <i>Three Wishes: Palestinian and Israeli Children Speak</i> as a class to provide contextual information about the Middle East. Split up the class into smaller groups, and provide each group with a copy of a child’s story, using voices from both sides of the conflict equally. Have each group read their story and together work to create a “Role on the Wall” : students trace or draw an outline of a figure on the paper which represents the child who’s story they have read. Reflecting on what they have learnt about the child, the students record on the inside of the figure the child’s thoughts, beliefs, and emotions, (internal environment) and on the outside of the figure any experiences, environmental factors, life circumstances, and external forces (external environment). (<i>The Treasure Chest</i>, 114) Come together to share the “Roles on the Wall”. As a class, create two Venn diagrams: one showing the similarities and differences between the Israeli and Palestinian experience, and one between the Canadian and Middle Eastern experience. Leave the students with this thinking question: 🤔 “If you lived in the Middle East, how do you think you would feel towards the “other” side?”</p> <p>Session 3 Discuss influencing factors: how is it that the truths (beliefs) we carry with us are formed? Where do they come from? How is our reality / experience shaped by our truths? Have the students split up into their groups. Provide each group with a copy of the first two verses of <i>You’ve Got to be Carefully Taught</i>, cut into strips (one sentence per strip). Have each group arrange the strips into a song (the challenge isn’t necessarily to recreate the actual song, but to make a song that makes sense). Encourage each group to write their own third verse, taking into consideration the song, and the work they’ve been doing with <i>Old Turtle</i> and <i>Three Wishes</i>.</p> <p style="text-align: right;">(lesson continues on next page)</p>
<p>Information Studies: Overall Expectations</p> <ul style="list-style-type: none"> explore information using a variety of group activities collaborate with others to share findings and ideas sort information using a variety of organizers and formats synthesize findings and formulate conclusions analyze and evaluate the nature and importance of information in personal life and society demonstrate an understanding of varied ways of creating and communicating information transfer information skills and knowledge to enrich personal life and contribute to society <p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	
<p>Resources:</p> <ul style="list-style-type: none"> <i>Old Turtle and the Broken Truth</i> <i>Three Wishes: Palestinian and Israeli Children Speak</i> Large paper and markers <i>Peace Begins With Me</i> <i>The Treasure Chest</i> (optional) <i>Prayer for the Twenty-First Century</i> (optional) <p>Black Line Masters:</p> <ul style="list-style-type: none"> <i>You’ve Got to be Carefully Taught</i> 	

<p>BE THE CHANGE... Suggestions for Action</p> <ul style="list-style-type: none"> Make posters of the <i>You’ve Got to Be Carefully Taught</i> song to hang up around your school. Share what you have learned: discuss it at home; share your poem with another class. Visit some of the websites listed in the back of <i>Three Wishes</i>, write a letter to an organization or to a child through an organization. Become more informed: follow current events or read a book suggested under “Further Reading” in <i>Three Wishes</i> Create a pledge for peace as a class, share it with another class. Read <i>Prayer for the Twenty-First Century</i>. As a class, create your own and share it.

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Topic: Survival and Development

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Teaching Strategies

Have each group present the whole poem / song to the class (this can be done by singing (students create their own tune), a dramatic reading, a tableaux, movement, etc). When all the groups have presented, discuss the variety of endings that were created. Read the actual third verse of the song aloud, and discuss their reactions. Ask: is it true that hatred is passed down? How does that happen? What is the result? etc. Leave the group with a thinking question: ? how might we interrupt the cycle of hatred? Is it possible to make a difference?

Session 4

Read ***Peace Begins With Me*** as a class. Discuss our realm of control: we may not be able to directly influence the situation in the Middle East everyday, but we can address the issue of hatred (which is at the root of much conflict) in our day to day lives. How can we make a difference in our own lives and those of others around us? What every day actions are peaceful? Is there something we could do as a class? (Consider some suggestions in the "Be the Change" box.)