

Ohio Standards
Connections:

STANDARD: VISUAL
ARTS: CREATIVE
EXPRESSION AND
COMMUNICATION

BENCHMARK B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationships among form, materials and techniques and subject matter.

INDICATOR 11.3: *Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.*

STANDARD: VISUAL
ARTS: VALUING THE
ARTS/AESTHETIC
REFLECTION

BENCHMARK B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.

INDICATOR 11. 4: *Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose.*

STANDARD: ENGLISH
LANGUAGE ARTS/
WRITING PROCESSES

BENCHMARK: Prewriting
INDICATOR 11. *Generate writing ideas through discussion with others from printed material, keeping a list of ideas.*

LESSON SUMMARY:

Students will develop an understanding of social justice and the Judaic expression of “*Tikkun Olam*,” which asks people to repair or change the world through social action, change in public policy, charitable giving and acts of kindness. After looking closely at the work of several Jewish artists, the concept of “*Tikkun Olam*” and discussing contemporary social and environmental issues, students **will develop a deeper understanding of their role as a citizen.** Students may work individually or collaboratively to write a poem, create a poster, photograph or write an editorial or that will help to create social or environmental awareness and inspire change within themselves and others.

ESTIMATED DURATION:

Approximately five 50-minute class sessions depending upon the optional lesson activities chosen.

COMMENTARY:

Tikkun Olam: (pronounced tee-KOON oh-LUHM) A Hebrew phrase found in ancient writings in the *Talmud*, that literally means “world repair” and today is an expression that asks people to make the world a better place through social action, change in public policy, acts of kindness and charitable giving. This phrase is one that became prevalent in the United States during the 1950s in reference to social action. It is possible that it grew as a result of years of social injustices that Jewish people had felt since the late 1800s. At that time a number of *pogroms* or violent riots directed at a particular group, most often Jews, had occurred across eastern Europe and Russia. Anti-Semitism became increasingly more prevalent resulting in hundreds of thousands of Jews being killed or maimed and their homes and businesses destroyed during these disturbances. Having experienced harassment, intimidation, segregation, and violence for years due to their religious beliefs, many Jewish people easily identified other social injustices in the world.

STANDARD: ENGLISH
LANGUAGE ARTS/
WRITING PROCESSES

BENCHMARK:

Writing applications

INDICATOR :

6. Produce informal writings, such as poetry, for various purposes

STANDARD: ENGLISH
LANGUAGE ARTS/
WRITING PROCESSES

BENCHMARK:

Writing applications

INDICATOR:

5. Write persuasive compositions that a. articulate clear positions b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes c. develop arguments using a variety of methods such as beliefs, cause-effect reasoning, expert opinions, examples, etc.

STANDARD: ENGLISH
LANGUAGE ARTS

BENCHMARK:

Communication: Oral and Visual

Listening and Viewing Skills

1. Apply active listening strategies. 3. Critique the clarity, effectiveness and overall coherence of speaker's key points.

INDICATOR : *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

INDICATOR : *Speaking Applications*

In the early to mid twentieth century, there were some people, including a group of visual artists, that worked to document social inequities and inspire social change. In the United States Jewish artists such as Ben Shahn, Raphael and Moses Soyer, Philip Evergood, Philip Guston, Louis Lozowick, Bernard Perlin, Ida Abelman, and others, used visual media to draw attention to injustices experienced by those around them.

1. What was the social climate of the early to mid 1900s in the U.S. and Europe?
2. What were some of the social issues that concerned artists at that time?
3. In what ways did the artists respond to these issues?
4. Did the artwork inspire others to create social change and does it continue to do so?
5. Have you seen artwork, websites, posters, television programs, or movies that provoked you to consider an injustice?
6. What issues might you bring to light through *Tikkun Olam*?
7. How might you provoke others to inspire social change?

PRE-ASSESSMENT:

DAY 1

The teacher will introduce the concept of *social action* and provoke a short discussion about it.

- *List one issue that needs to be changed or improved in the United States. What exactly is the problem? Describe it in several sentences.*
- *Why is it a problem?*
- *How might it be improved?*
- *How will the student make other citizens aware of the problem and the need for change?*

RESPOND in writing: (See Attachment- Journal)

SCORING GUIDELINES:

JUDAISM & SOCIAL JUSTICE

MAKING THE WORLD A BETTER PLACE

8. Deliver informational presentations that: a. present a clear and distinctive perspective on the subject b. present events or ideas in a logical sequence. c. support the controlling idea or thesis with well-chosen relevant facts, details, examples, quotations, statistics, stories and anecdotes; e. include effective introduction and conclusion and use a consistent organizational structure.

STANDARD: SOCIAL STUDIES: CITIZENSHIP RIGHTS AND RESPONSIBILITIES
BENCHMARK:

Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

INDICATOR:

6. Explain how citizenship includes the exercise of a personal responsibility and active participation in a democracy including:
a. Behaving in a civil manner
b. Being fiscally responsible
c. accepting responsibility for the consequences of one's actions
d. practicing civil discourse
e. Becoming informed on public issues
f. Voting
g. Taking action on public issues
h. Providing public service
i. Serving on juries.

STANDARD: SOCIAL STUDIES: CITIZENSHIP RIGHTS AND RESPONSIBILITIES
BENCHMARK:

Students will receive 5 points for answering each question in a thoughtful manner. Total 25 points.

POST-ASSESSMENT:

Performance task(s) with
HOLISTIC RUBRIC (Attached)

INSTRUCTIONAL PROCEDURES:

DAY 1

Pre-assessment: See above

DAY 2

A. Brainstorm together writing student comments on the board or use the attached Venn Diagram:

- *What are contemporary global issues of social justice?*
- *List issues that are most prevalent in America today.*
- *Are these issues representative of problems in our own community?*
- *Why do you think this is or is not true?*

B. Read the book:

Lakas and the Makibaka Hotel/ Si Lakas at ang Makibaka Hotel by Anthony D. Robles and illustrated by Carl Angel
Discuss how this story might effect a social change.

C. What are issues that would call for **Tikkun Olam**? How are we able to make a change in *our* world to make it a better place? Ask the students to reflect on the following:

- *What are their worries or concerns regarding issues of the environment, hunger, poverty, animal rights, literacy, safety, crime, housing, human rights, peace, war, terrorism or freedom?*

Evaluate various means for citizens to take action on a particular issue

INDICATOR:

1. Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic:

1. Persuasive speech

2. panel discussion

3. debate

6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria

7. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging problems, such as health, security, economic development and environmental quality

Additional Academic Content Standards would be achieved if the teacher facilitates opportunities listed under Extensions, Differentiated Instructional Support, Homework or Technology Connections. (Music, Dance, Drama, Additional Visual Arts, Science and Language Arts.

Ask the students to respond in writing or if you are holding a discussion, list the worries on a board for all to view.

DAY 3

DISCUSS: Can the arts (music, dance, visual arts, poetry, drama, and prose) raise social consciousness? How might the arts inspire or provoke social activism? Students will choose an issue related to a social justice such as poverty, racism, violence or class discrimination for the focus of their research. Students may work in collaborative groups or individually. Using the attached graphic organizer students will list actions that might help **transform** society and make the world a better place.

Students will write a poem that reveals their thoughts about one of the issues of social justice. The poem should address the chosen problem or social injustice, perhaps from the viewpoint of why it needs to be remedied and how they personally will make the change. Students may choose to perform the poetry with props and dramatic hand/body movements. It may be recited to music or developed into a song. A list of pre-performance activities adaptable for all ages is available at <http://www.poetryteachers.com/poetclass/performpoetry.htm>. Suggest students consider how Rap artists emphasize certain aspects of their songs with movement.

NOTE: The teacher may wish to visit this website regarding writing poetry and folk songs.

http://www.educationoasis.com/resources/Articles/bringing_poetry.htm

Power of the People by Patti Smith:

http://www.sojust.net/songs/smith_people.html

DAY 4

How might the student sway someone's belief through a visual art piece? Students will look at the artwork of the following Jewish artists: Philip Evergood, Morris Huberland, Louis Lozowick, Ben Shahn, Raphael and Moses Soyer, Ida Abelman, and others (located in the RESOURCE/Gallery at www.artandsocialissues.com). Ponder and discuss how and why the artists created these pieces. What issue is each work

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addressing? What media was utilized? Evaluate each work's use of the principles and elements of art. When was the work created? What else was happening in the world at that time? Each work of art is creating an awareness of an issue or a need for change. Consider the images and what idea the artist was communicating. Students will then create a visual artwork that will demonstrate an awareness, need for change, or charitable giving related to one of the following topics:

- Poverty
- War
- Hunger
- Public Health
- Human Rights
- Peace
- Equality
- Homelessness
- Repair of the Environment
- Animal Welfare

Using the elements and principles of art (shape, color, line, texture, value, emphasis, balance, etc.) produce an artwork that will help create an awareness of a social injustice. The piece may visualize the problem, provoke action or charitable giving related to the problem. Students may either fashion a poster with words exclaiming a message along with an image or shoot a photograph that exemplifies the problem or the activist at work.

1. Students will choose an issue.
2. Brainstorm the effect they would like to have on their audience, i.e. donations of time, money or a basic understanding of the issue.
3. Choose media: poster (paint, markers, computer technology, digital camera) or photography. Mixed media may be the easiest way to emphasize different issues or ideas.
4. Create the piece. (An additional class session may be necessary to complete the work)
5. Hang the work in the school hall for other students to view.

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DAY 5

Students will hang their artwork in the hall or classroom for display. Invite other students to view the posters and respond to both the composition and message of the work. **DISCUSS:** Which pieces are visually powerful? Which pieces have a powerful written message? What is the best element of each piece? If the artist could repeat the project how might they change their artwork?

OPTION A: Ask students to choose one work other than their own to write how they personally were moved by the image and words. What would be their next step in planning a change? How will they ‘spread the word?’ How would they get others involved in their cause? How could they involve their local community? Might there be a way to involve or inspire their government officials? The written responses may be made in In a journal or notebook paper students will reflect and respond in writing. Reflections will be turned into the instructor.

OPTION B: Students may write ‘Editorial Responses’ to the art online in a school newsletter, blog, or on the morning televised news.

OPTION C: Students may choose to meet as a group during lunch hour to discuss how they might work together as a team to respond to one or more of the issues visualized. What issue should their newly formed organization address? How can they make a difference in their own community? What action(s) would be acceptable and effective? (See Extension below)

DIFFERENTIATED INSTRUCTIONAL SUPPORT

- Students might investigate if and how social activism has been effective in the U.S.A. and other countries.
- Students may work in a group to write and perform a short dramatic skit related to social justice and social activism.
- Students might create a group ceramic sculpture that exhibits one or more issues about which they feel the need for change.
- Students may choreograph a dance combined with music to portray the struggles of living with a social injustice.
- Students should investigate Albert Einstein, known as a brilliant scientist, but who also was a social activist. Read and reflect on

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some of his letters, writings, and speeches that proclaim his passion on social justice and responsibility.

- Investigate the lives of famous people such as Galileo, Aristotle, Nelson Mandela, Mohandas (Mahatma) Gandhi, Cesar Chavez, and Harriet Tubman to see if they survived social injustices and/or how they became passionate social activists. Students will then create a poster that could have been used as a protest sign in favor of the cause championed by the famous person studied.

EXTENSION

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."

Margaret Mead

Ask students to identify and form an after-school social justice organization supporting an issue about which they are passionate. The club's mission will be to help the local community. A number of examples of youth groups working towards social activism can be read about at http://www.freechild.org/youth_activism_2.htm or <http://www.freechild.org/ReadingList/tools.htm>. The teacher leader can help the students plan and organize the structure of the youth group as well as the objectives and implementation of the group. A booklet that might be of help as the group develops is <http://www.commonaction.org/SocialChangeGuide.pdf>.

HOMEWORK OPTIONS AND HOME CONNECTIONS

- Looking through magazines, books, newspapers, movies and television programs, students will find examples of visual and textual statements that create awareness of and/or inspiration to change a political, social, or environmental problem.
- Students should talk with parents, grandparents, and/or neighbors about social injustices and social activism. Students should ask the adults: If they had the time and resources how might they make a difference in the world concerning one issue of social injustice? Students should record the response and share it with the class or teacher.

ADDITIONAL INTERDISCIPLINARY CONNECTIONS

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Music: Can music make a difference? By Jen Chapin

http://findarticles.com/p/articles/mi_m0KYL/is_2002_June_27/ai_89086249/print

What is Music Censorship? Freemuse.com

<http://www.freemuse.org/sw2338.asp>

Music is banned in many parts of the world. Is listening to or making music and issue of free speech? Why would a leader want to ban music?

CHICAGO (WE CAN CHANGE THE WORLD)

“We can change the world rearrange the world
It's dying - if you believe in justice
Dying - and if you believe in freedom
Dying - let a man live his own life
Dying - rules and regulations, who needs them open up the door”
- *Graham Nash*

The teacher can discuss how a song has many elements including the tune or music and the lyrics. The lyrics, like parts of a story should include **description, metaphor, irony, and juxtaposition**. The music itself also contributes to the interpretation of the song. What is the tone? In visual art, how would you set the tone? In a narrative story, how would you set the tone?

Ask students to choose an issue about which they strongly feel action must be taken to make a positive change. Create a song in any style they wish...hip-hop, jazz, rock, soul, country or folk music. They may include recorded sounds (i.e. sound bytes from speeches, people hiding for their personal safety, a person asking for a monetary handout), music and lyrics. Students will perform their pieces for the class.

Drama: Many stories have been written about abuse or social injustices. Students may read one chosen by the teacher or find an article in a recent publication such as a newspaper or magazine. Ask students to write a resolution to the conflict described in the story. Dramatize the action and thoughts of the characters in the situation. In plays, dialogue is streamlined and actions are often exaggerated. How might they tell the story of an injustice transformed into a positive? Emphasize that the

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students will create a character and convey a message not only through dialogue but also with body movements and use of voice.

Science: Students will choose an environmental or health subject such as air quality, water pollution, animal cruelty, hunger and child abuse or neglect, etc. in which to investigate in their own community. Encourage students to contact their local agencies for recent data. What are some of the dangers that might occur if action is not taken to correct the problem? Students will write a report explaining the problem, citing the data, hypothesizing what will occur if action is not taken, planning a corrective solution to the problem, and identifying a course of action or an experiment in which the problem should be resolved. If possible, the students should try the experiment to see if the findings correlate with the expected solution.

Language Arts:

Option A: CLASS DEBATE

Debate or debating is a formal method of interactive and position representational argument. Debate is a broader form of argument than logical argument, since it includes persuasion which appeals to the emotional responses of an audience, and rules enabling people to discuss and decide on differences, within a framework defining how they will interact.

Rule-based competitive debate is often encouraged in high schools and colleges. Often, it takes the form of a contest with explicit rules. It may be presided over by one or more judges. Each side seeks to win, by following the rules, and even by using some rules to break other rules, within limits. Each side is either in favor ("for, 'Affirmative' "), or opposed to ("against, 'Negative' "), a statement.

The major goal of the study of debate as a method or art is to develop one's ability to play from either position with equal ease. To inexperienced debaters, some propositions appear easier to defend or to destroy; to experienced debaters, any proposition can be defended or destroyed after the same amount of preparation time, usually quite short. Lawyers argue forcefully on behalf of their client, even if the facts appear against them. However one large misconception about debate is that it is all about argument; it is not. <http://en.wikipedia.org/w/index.php?title=Debate&oldid=216882433>

The teacher will choose a topic from the DAY 1 *Tikkun Olam* List of community issues and possible remedy. Ask students to consider the positive and negative effects of the corrective action in a class debate. The teacher will divide the class into 2 groups for each topic. One group will represent the topic in a positive manner and the other will portray the opposing view. For instance, one group might state that the homeless in our community should be fed daily at the local church or shelter. Food

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would benefit the health and welfare of the homeless. The opposing group might state that the cost of feeding the homeless in the community would be prohibitive and neighbors of the shelter/church do not wish to have vagrants near their homes. Students will use class time to research the topic online or in printed material. After the groups have researched the topic, they should create a list of bullet points that may be used to defend their point of view. These talking points may be listed on note cards and utilized during the debate though other notes are not acceptable. The two sides will debate the topic during class time for approximately 20 minutes. Each side will be able to speak on subject twice and finish with a formal conclusion. The teacher will be the impartial mediator and will time the answers following this model:

Teacher: Announce the Statement at issue aloud to the class.

Team 1: We believe this to be true because.... This team will speak for 4 minutes.

Team 2: We believe this to be false because... This team may have the floor to speak for 4 minutes.

Teacher/Mediator: Announce that each group will have time to rebut the comments made by the opposing team. Each team will be given 2 minutes

Team 1: Rebuttal

Team 2: Rebuttal

Teacher/Mediator: Announce that each group has 1 minute to conclude their point of view.

At the end of the conclusion, the teacher will ask the student audience to vote by show of hands or private ballot for the team they feel gave the most persuasive argument.

Option B: Brainstorm as a class and list on paper or the board, the social problems in your own community. Write a PERSUASIVE LETTER to your local Mayor, City Council, or State Department of Natural Resources regarding an issue such as pollution, hunger, animal rights, etc. that your class has embraced. Identify the problem and suggest solutions that address the issue. .

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Social Studies: The teacher will open a discussion with the students:

- *How does a good citizen act when there are problems within the community?*
- *What kind of problems do you recognize in our community?*
- *How might we effect change within our own community?*
- *Can we make a difference?*

Once students have identified an issue about which they feel passionate, ask them to start a club or organization that will help make a change or difference. The issue may need to be one that is a problem in their own or nearby community so as to enable them to participate in the change. If they choose a more global issue they might design a fundraiser. Planning would include the kind of fundraiser, who is invited, where will it be held, when will it be held, what set-up the students need to provide, is there an up-front cost, who is responsible for each duty.

MATERIALS AND RESOURCES:

For Teachers:

Lakas and the Makibaka Hotel/ Si Lakas at ang Makibaka Hotel by Anthony D. Robles and illustrated by Carl Angel

<http://www.reachandteach.com/content/article.php?story=20070615130304357>

This is a children's book that portrays an important issue. High School teachers might wish to find a more complex book. Filipino-Americans are being evicted from their residential hotel but are coaxed to band together and resist.

32pp, 11 x 8 ½ Hardcover, Color illustrations throughout/JUVENILE FICTION / People & Places/United States/Asian American ,Ages 6 & up

<http://www.songsforteaching.com/jimrule/bethekindofperson.htm>

Be the kind of Person song by Jim Rule

<http://www.songsforteaching.com/davidwoodward/attitudeofgratitude.htm>

Attitude of Gratitude song by David Woodward

<http://www.songsforteaching.com/daria/ihaveadreammlk.htm>

I have a Dream Song by Daria A. Marmaluk-Hajioannou

<http://www.songsforteaching.com/caroljohnson/ifnotmethenwhoifnotnowthenwhenhillel.htm>

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If Not Me, Then Who? If Not Now, Then When? By Carol Johnson

<http://peace.mennolink.org/artisansposters.html>

Free posters that may be downloaded with drawings of famous social activists such as Mohandas (Mahatma) Gandhi, Dr. Martin Luther King Jr., Sojourner Truth and Cesar Chavez along with a quote by each.

<http://www.reachandteach.com/content/article.php?story=20040812190148765>

What is **Social Justice**? - A collection of definitions from a group of activists by Derrick Kikuchi, [Reach and Teach, Educating for a Change](#)

IMAGES

Ableman, Ida, *Manhattan Landscape with Figures*, 1936

Evergood, Phillip, *Spring*, 1934.

Hirsch, Joseph, *Supper*, 1963

Huberland, Morris, *Bread Line*, late 1930s

Huberland, Morris, *City Kids*, 1945

Lozowick, Louis, *Lynching*, 1936

Perlin, Bernard, *Mayor Daley*, 1968

Shahn, Ben, *Discord*, 1953

Soyer, Moses, *Employment Agency*, 1940

Soyer, Raphael, *The Unemployed*, 1931

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For students

Attached Handouts

For Artwork:

- Good paper (heavy 60 lb. -160 lb.)
- Variety of media with which to make poster
- tempera or acrylic paint,
- magazines, newspapers, photos (optional)
- Black Sharpies
- Glue
- Scissor
- colored paper

or if students prefer to make photos they will need:

- digital camera
- connection to computer
- printer
- photo paper
- glue or other dry mount material
- black or white foam core on which to mount photo

KEY VOCABULARY

Activism Vigorous and sometimes aggressive action in pursuing a political or social end.

Activist One who works vigorously towards change. One can be a social, political or environmental activist.

Anti-Semitism Behavior, such as policies, views or actions, that harms or discriminates against Jews

Debate To talk, argue or ponder something carefully and in detail, especially as part of a formal exchange of opinion

Irony Humor based on opposites or contradiction

Juxtaposition To place two or more things together, especially in order to suggest a link between them or emphasize the contrast between them

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Metaphor Figurative language that involves symbolism with a vivid comparison such as “She is a snake.”

Pogrom From the Russian language, meaning to wreak havoc or demolish violently; it is violent riot that is directed toward a particular group

Social Justice Fairness or reasonableness especially in the way people or groups of people in a society are treated or decisions are made

Talmud (taäl-mood) book of Jewish law, the collection of ancient Jewish writings that forms the basis of Jewish religious law
Encarta online English Dictionary

Tikkun (tē-kün) to heal, repair and transform the world
<http://www.tikkun.org>

Tikkun Olam (tē-kün o-lam) An important concept in Judaism, in contemporary use it asks people to make the world a better place through social action, change in public policy, acts of kindness and charitable giving.
http://www.myjewishlearning.com/daily_life/GemilutHasadim/TO_TikkunOlam.htm

“The true meaning of “tikkun olam” is to create such a connection between various parts of this world, little by little, until the entire world is connected to the higher world.”
<http://rabbiseinfeld.blogspot.com/>

Transform To change something dramatically

TECHNOLOGY CONNECTIONS

Students should research online the concept of **Tikkun Olam**, social activism and artists who are social activists. There is an interesting exhibition entitled **Tikkun Olam** at the Mizel Museum.
<http://www.mizelmuseum.org/Portals/0/Exhibitions/tikkun/>

Students might research online a particular social issue about which they are concerned. What sort of images, words or symbols might they choose to represent their ideas in a collage, poem or song?

RESEARCH CONNECTIONS

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<http://www.mizelmuseum.org/Portals/0/Exhibitions/tikkun/TikkunCurriculumSample.pdf>

<http://encarta.msn.com/encnet/refpages/RefEdList.aspx?refid=210108401>

Quotes about social activism

http://encarta.msn.com/encyclopedia_761589803/Protests_in_the_1960s.html

Social Protests in American in the 1960s

ATTACHMENTS

1. Pre-Assessment Journal Activity
2. Venn Diagram
3. Quotations Page
4. Assessment Rubrics (2)

Student Name _____ Class Period _____

PRE-ASSESSMENT: JOURNAL

TIKKUN OLAM

Reflect and respond to the following questions from your personal experiences.

1. Thinking about your personal experiences, has there ever been a time when you felt you were treated unfairly? Explain the situation. What would have been a better way to resolve the situation? Besides being unjust or unfair what other emotion did you feel? (5 pts)

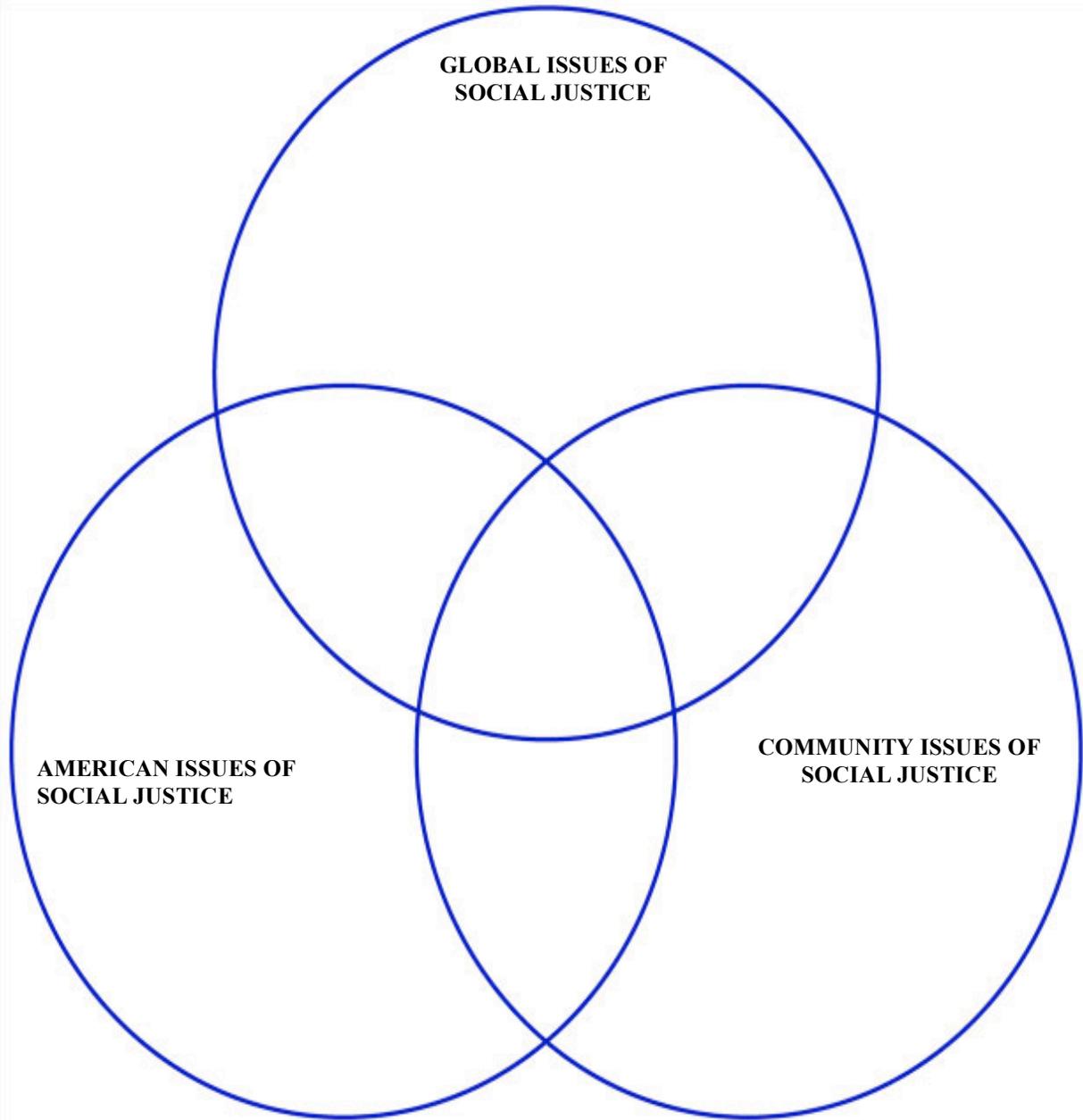
2. Have you ever been moved to wish that the world was a better place? Identify 4 things you would like to do to make the world a better place. (5 pts)

3. If you could start a movement in which people work together to make a social or environmental change, what would you want to repair or correct? (5 pts)

4. What is social action? (5 pts)

5. How might an artist inspire social action? (5 pts)

NAME _____ **CLASS PERIOD** _____



QUOTATIONS

Freedom

“The focal point of all reforms should be human liberation, and the respect for human value and human

Social Justice

“Social justice means complete and genuine equality of all people.”

Paul George, Executive Director
Penninsula Peace and Justice Center

Hunger

“It has been well said that a hungry man is more interested in four sandwiches than four freedoms.”

Henry Cabot Lodge, Jr., American diplomat

“True individual freedom cannot exist without economic security and independence. People who are hungry and out of a job are the stuff of which dictatorships are made.”

Franklin D. Roosevelt, President of the United States

Poverty

“For every talent that poverty has stimulated it has blighted a hundred.”

John Gardner

Social Justice

“Whenever any form of government becomes destructive of these ends [life, liberty, and the pursuit of happiness] it is the

right of the people to alter or abolish it, and to institute new government...”

“**Without justice, there can be no peace. He who passively accepts evil is as much involved in it as he who helps to perpetrate it**”

“**Injustice anywhere is a threat to justice everywhere.**”

Thomas Jefferson, President of the United States

TEACHER:

Read the quotes above. Each quote addresses a prevalent social issue in the world. Divide the class into several small groups. Ask each group to choose one issue and discuss how the quote is or is not accurate. They should also make suggestions regarding how the injustice might be corrected. After 10 minutes of discussion, they should record their opinions. Gather students back to the whole group circle. Ask each group to share their quote and opinions aloud with the rest of the class. Do the other students agree or not? Why or why not?

Student Name _____ Class _____

TIKKUN OLAM POETRY RUBRIC

- 5 Student expressed a concern for a social change in an exceptionally original manner. The content was clear, well-organized, and used words appropriately. The presentation demonstrated an awareness of the audience, engaging them through enthusiasm and the use of body movement and voice.

- 4 Student expressed a concern for a social change. The content was clear using appropriate words and interesting phrases. The presentation demonstrated a good awareness of the audience, engaging them through enthusiasm and the use of body movement and voice

- 3 Student expressed a concern for social change but needs help clarifying and/or explaining more. For the most part the student attempted to engage the audience through some movement and alterations of voice.

- 2 Student began to express a concern for social change but did not complete the idea thoroughly enough. Student did engage the audience somewhat but needs to work on performance and content.

- 1 Student did not demonstrate an understanding of the poetry assignment. The writing was begun but was incomplete and/or too repetitive. The presentation was exceedingly short and did not involve body movement and/or voice fluctuations.

ADDITIONAL COMMENTS:

Student Name _____ Class _____

TIKKUN OLAM POSTER/PHOTO RUBRIC

- 5 **Exceptional** use of elements of art, materials, and presentation of the concept of *Tikkun Olam*. The image is outstanding and catches the attention of the audience. The viewer immediately understands the concern and has an emotional reaction. Words used in the poster are outstanding choices and propel the idea even further in the viewer's mind.

- 4 **Some** original use of elements of art, materials and the presentation of the concept of *Tikkun Olam*. The work overall is well-done. The viewer is easily able to understand the concern presented. Words used in the poster help both the design and understanding.

- 3 **Adequate** use of elements of art and materials but is not original. The concept of *Tikkun Olam* is understood but needs something to make it stand out. The work could be presented in a better fashion that is neater, more succinct and/or with better word choices.

- 2 Material has **little** originality and does not use the elements of art or materials fully. The presentation of the concept of *Tikkun Olam* was begun but needs to be completed for a full understanding. The viewer may be confused the piece. The words chosen for the poster may not help explain the idea clearly.

- 1 **No** apparent creativity in the use of materials or elements of art. The concept of *Tikkun Olam* is not clearly understood. The words are either non-existent, inappropriate not powerful enough. The piece needs much more work to be completed properly.

ADDITIONAL COMMENTS: