



# RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of Minnesota Advocates for Human Rights

## Human Rights Education

The Human Rights Education Program is designed to introduce international human rights and responsibilities to K-12 students. It uses the framework of the Universal Declaration of Human Rights to help students understand and appreciate common human values, encourages them to apply international standards to their own lives, and supports positive student action to remedy human rights violations in their own communities.



## The Peace Edition

“True peace is not merely the absence of tension: it is the presence of justice.”

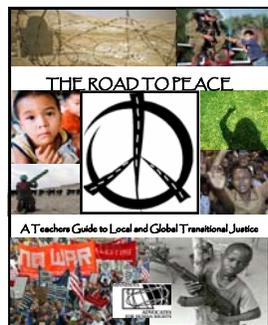
~ Martin Luther King, Jr.

Peace and human rights are inextricably linked. The absence of peace and the presence of conflict is often due to the denial of fundamental human rights relating to employment, housing, food, the respect for cultural life, large-scale discrimination and exclusion from decision-making processes. Armed conflicts clearly illustrate the indivisibility and interdependence of all human rights. The rights to adequate health, housing, education, freedom of movement and expression, privacy and fair trial are only some of the fundamental rights and freedoms affected when hospitals and schools are closed, water and sanitation are polluted, local administrations are unable to function, and police and judicial systems are shattered or corrupted. Government institutions often become increasingly militarized, with the armed forces assuming civilian policing functions and military courts trying civilians. Ill health and poverty are often the most devastating long-term consequences of conflicts. Overcoming these issues and transitioning from a culture of violence to a culture of peace is a difficult challenge. This issue of Rights Sites News is dedicated to helping students understand these challenges and take action to create a more peaceful world that respects human rights.

### In This Issue:

Peace Heroes Lesson	2,3
Peace Organizations in Minnesota	4
21 Ideas for Peace in Your School	5,6
Peace Books	5
Human Rights in Action at Crossroads	6
Right to Education Poster Contest	6
Human Rights to the Core: St. Paul Creative Arts High School	7
Conference: “A Child’s Right to Education in the US”	7
Community Events Calendar	8

### Minnesota Advocates Releases New Curriculum on Transitional Justice



Minnesota Advocates for Human Rights’ Education Program is pleased to announce the release of its new curriculum entitled, **The Road to Peace: A Teacher’s Guide to Local and Global Transitional Justice**. The Road to Peace is a comprehensive teaching guide that introduces students who have a general knowledge of human rights to the concept of transitional justice. Using the expertise of Minnesota Advocates’ human rights monitoring teams, who carried out work in Peru and Sierra Leone, our Education Program has created this teaching guide to be used with ninth grade through adult learners.

Specifically, the teaching guide focuses on the aftermath of war and conflict, emphasizing the processes that countries coming out of conflict undertake to seek resolution. After a period of brutal conflict, a country and its people must move on from the violence and recover. To do so, post-conflict societies will often look back to identify the root causes of the violence, provide justice for victims, and create mechanisms to prevent future human rights abuses. Often, this is a difficult transition that involves a wide range of stakeholders and takes years to accomplish. Increasingly, human rights and peace and conflict resolution organizations have devoted themselves to these issues. Through their efforts, a number of effective mechanisms to address past human rights abuses have been developed.

**The Road to Peace: A Teacher’s Guide to Local and Global Transitional Justice** provides educators with a brief background on human rights and includes information on large-scale human rights abuses, conflicts, war, and transitional justice processes. Students are given the opportunity to practice transitional justice mechanisms in their classroom through a mock tribunal or truth commission and are challenged to apply the fundamental principles of transitional justice to their own lives through such methods as peer mediation and community conferencing. The lessons encourage creative thinking about the root causes of war, conflict resolution and restoration, so that students feel empowered to promote peace and justice in their own communities as well as around the world. For a sample lesson please check out the “Peace Heroes” activity on pages 2 and 3 of this newsletter.

## PEACE HEROES

**Grade Level:** 7-12      **Time:** 1 class period

**Objective:** Students will explore what it means to be a peacemaker and how they can be one too.

**Materials:** Peace Hero Profiles and Peace Hero Web Links

**Procedure:**

**1. Discuss.** Lead a large group discussion on what it means to be a peace hero or peacemaker. Ask them to think of people they consider as peace heroes in their communities, in their country, and in the world. Give each student "Peace Hero Profiles." Ask for volunteers to read each of the profiles of the students out loud.

**2. Research.** Let students know that they will be conducting research on a peace hero of their choice - this can be either one from the list or preferably one who they come up with. The Peace Hero Web Links can help them get started on their research. The person should be someone who is relatively close in age to the student. This person does not have to be someone famous, it can be someone they know, in their family or in their community. Most of the research can be done over the internet (see the links provided). If students choose someone they know personally, ask them to interview that person and help them brainstorm the questions they can ask.

**3. Write.** Ask students to imagine that they are going to present this person with a peace hero award. Their job is to write the opening speech to introduce this person and the tremendous work they have done for peace and justice and present them with the award. Give the students a day or two to work on the speeches. The speeches should be about 3 minutes long.

**4. Present.** If class time allows ask the students to present their opening speeches to the class. After each presentation ask the student to explain why they chose that person and why they consider them a peace hero.

**5. Discuss.** Once you have heard the speeches, discuss the following questions with the students.

- What peace heroes did you find the most inspiring?
- What do you think drives someone to work for peace like the heroes we just learned about?
- How are they similar? How are they different?
- What strategies or tactics did they use to achieve their goal?
- How did they mobilize others to join in their work for peace?
- Does age matter when trying to make a difference?
- Are there any issues affecting your life, or the lives of others, that you would like to take action on?

**6. Journal.** In the last five minutes of class, ask students to consider the last discussion question: Are there any issues affecting your life, or the lives of others, that you would like to take action on? Ask them to go more in depth and think of something they feel strongly about, an injustice or an issue, that should be addressed or changed. Ask them to write why that injustice gets them upset or energizes them and what they think should be done about it.



### PEACE HERO WEB LINKS

**Do Something**  
[www.dosomething.org](http://www.dosomething.org)

**Free the Children**  
[www.freethechildren.com/](http://www.freethechildren.com/)

**Idealist - Organizations started by Youth**  
[www.idealists.org/kt/youthorgs.html](http://www.idealists.org/kt/youthorgs.html)

**My Hero**  
[www.myhero.com](http://www.myhero.com)

**Taking It Global**  
[www.takingitglobal.org/action](http://www.takingitglobal.org/action)

**UNICEF Voice of Youth**  
<http://www.unicef.org/voy/takeaction/>

**What Kids Can Do**  
[www.whatkidscando.org](http://www.whatkidscando.org)

**Youth Action Net**  
[www.youthactionnet.org/](http://www.youthactionnet.org/)

**Youth Action Network**  
<http://youthactionnetwork.org.uk/>

**Youth Activism**  
[www.youthactivism.com/Success\\_Stories.php](http://www.youthactivism.com/Success_Stories.php)

**Youth Noise**  
[www.youthnoise.com/](http://www.youthnoise.com/)

**Youth Taking Action**  
[www.youthtakingaction.org/](http://www.youthtakingaction.org/)

## **PEACE HERO PROFILES**

### **Johnny Wilson**

In 2005, nine-year-old Johnny Wilson became one of the youngest people to ever swim the 1.4 mile-long distance of the San Francisco Bay. Johnny trained for two years to prepare for the event and spent three months conditioning his body to adjust to the freezing temperatures of the water. In addition, he raised \$50,800 in donations for Hurricane Katrina survivors by finding sponsors for every quarter mile of his swim. He was featured in a segment of Oprah's talk show for his courageous efforts.

- [www2.oprah.com/tows/slide/200604/20060425/slide\\_20060425\\_284\\_105.jhtml](http://www2.oprah.com/tows/slide/200604/20060425/slide_20060425_284_105.jhtml)
- [www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2005/10/10/MNGDNF5E0B11.DTL](http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2005/10/10/MNGDNF5E0B11.DTL)
- <http://swimming.about.com/gi/dynamic/offsite.htm?site=http://www.johnnysalcatrazswim.org/index.html>

### **Tanzanian Youth of Kambi Ya Simba**

In the village of Kambi Ya Simba in Tanzania, where most people are subsistence farmers, students experience the effects of global warming as water wells begin to run dry. As the 5,000 inhabitants of the area work towards water conservation, students have played an integral role by raising awareness of global warming and helping with various projects, including planting tree seedlings to regenerate soil. At the request of the organization What Kids Can Do, the 350 students of the local school wrote essays showcasing their knowledge of global warming.

- [www.whatkidscando.org/studentwork/globalwarming.html](http://www.whatkidscando.org/studentwork/globalwarming.html)

### **Dennise Dubrovsky and Yousef Arar**

Two high school seniors from San Antonio, Dennise Dubrovsky, who is Jewish, and Yousef Arar, a Muslim, organized a petition to draw attention to the killing of African civilians by government-supported militias in the Sudanese region of Darfur. With the help of 30 other students, their goal was to obtain 400 signatures on a Sunday afternoon in Alamo Plaza and by the end of the day they had 350. The plan is to forward the petition to the state's elected officials in the hope that they will call on President Bush to pressure the United Nations to intervene in Darfur. The students stand as an example of people from different ethnic and religious backgrounds coming together to work for peace.

- [www.mysanantonio.com/news/metro/stories/MYSA102405.3B.AlamoDie-in.860ad84.html](http://www.mysanantonio.com/news/metro/stories/MYSA102405.3B.AlamoDie-in.860ad84.html)
- [www.whatkidscando.org/Wire/Wire.asp?SearchCase=FindId&WireId=648](http://www.whatkidscando.org/Wire/Wire.asp?SearchCase=FindId&WireId=648)

### **Natsuno Shinagawa**

This 18 year-old joined Childnet, a program sponsored by UNICEF Japan, a few years ago to raise awareness among Japanese youth about becoming involved in solving global problems. Through Childnet she helps to organize workshops to educate young people on issues like HIV/AIDS. She has also spoken at United Nations events encouraging other young people to become involved.

- [http://www.unicef.org/infobycountry/japan\\_28010.html](http://www.unicef.org/infobycountry/japan_28010.html)

### **Craig Kielburger**

Craig became a child labor activist when he was 12 and now works for reform around the world. When Craig was 12, he read an article about the death of 12 year-old Pakistani child labor activist Iqbal Masih. This event sent Craig on a seven-week trip to South Asia and what he learned motivated his continued work in raising awareness of child labor. He started the child-run organization called Free the Children which now has 10,000 members worldwide and has raised over \$150,000 to buy children out of bondage and create a school for them. At age 15, Craig was the subject of the documentary It Takes a Child: Craig Kielburger's Story – A Journey into Child Labor. Craig has received several awards for his efforts.

- <http://www.bullfrogfilms.com/catalog/child.html>
- <http://www.freethechildren.com/aboutus/ftchistory.htm>

### **Ryan Hreljac**

Ryan was 6 years old in 1998 when he learned in school that children around the world are dying because they don't have clean drinking water. He also learned that it would take \$70 to build a well. After doing extra chores around the house to earn the \$70 he took it to the Canadian non-profit organization WaterCan. However, there he found out that it would take at least \$2,000 to build a well. Ryan did not give up and in 2001, with the help of his family, he founded the Ryan's Well Foundation which has since raised nearly \$1,500,000 and built 70 wells to provide fresh water in several African countries, including Malawi, Zimbabwe, Ethiopia, Kenya and Uganda.

- [http://www.unicef.org/people/people\\_16255.html](http://www.unicef.org/people/people_16255.html)
- <http://www.ryanswell.ca/>

## PEACE ORGANIZATIONS IN MINNESOTA



**The Fellowship of Reconciliation.** FOR seeks to replace violence, war, racism, and economic injustice with nonviolence, peace, and justice. They educate, train, build coalitions, and engage in nonviolent and compassionate actions locally, nationally, and globally. [www.osb.org/for](http://www.osb.org/for)

**Friends for a Non-Violent World.** FNVW's mission is to end the occasion for violence by providing tools, training and opportunities to take leadership in creating a non-violent society. [www.fnvw.org](http://www.fnvw.org)

**Minnesota Alliance of Peacemakers.** MAP's mission is to strengthen the effectiveness of the peace and justice community in Minnesota by enabling member organizations to share their resources, insights and ideas and devise cooperative strategies to accomplish common goals. [www.mapm.org](http://www.mapm.org)

**Minnesota International Center.** The mission of MIC is to inspire our community to understand global issues and cultures in an ever-changing world. [www.micglobe.org](http://www.micglobe.org)

**Nonviolent Peaceforce.** The mission of the Nonviolent Peaceforce is to build a trained, international civilian peaceforce committed to third-party nonviolent intervention. <http://nvpf.org>

**The Peace Alliance.** The Peace Alliance is a nonpartisan citizen action organization advocating for legislation that supports a culture of peace and the establishment of a U.S. Department of Peace. They work to foster positive, proactive change toward the creation of a more nonviolent and peaceful world. [www.thepeacealliance.org](http://www.thepeacealliance.org)

**Peace Games.** Peace Games empowers students to create their own safe classrooms and communities by forming partnerships with elementary schools, families, and young adult volunteers. [www.peacegames.org](http://www.peacegames.org)

**Women Against Military Madness.** WAMM is a nonviolent feminist organization that works in solidarity with others to create a system of social equality, self-determination and justice through education and empowerment of women. WAMM's purpose is to dismantle systems of militarism and global oppression. [www.worldwidewamm.org](http://www.worldwidewamm.org)

**World Citizen.** World Citizen, Inc. is a non-profit that empowers the education community to promote a just and peaceful world through activities for children and youth. Their programs include the Peace Education Program, the International Peace Site Program, and the Nobel Peace Prize Festival. [www.peacesites.org](http://www.peacesites.org)

**Youthrive.** Youthrive's mission is to engage young people with adults in strengthening leadership and peace-building skills. [www.youthrive.com/](http://www.youthrive.com/)

## 21 PEACE A

1. Teach other kids in your school about peace. Let your behavior reflect peace values.
2. Make friends with someone of another race, ethnicity, age, ability, or sexual orientation. Appreciating and embracing diversity helps to promote peace.
3. Listen more. Really listen, without giving unsolicited advice. The validation of being heard is often more important than solving the problem.
4. Be helpful. Random acts of kindness can create more peaceful communities.
5. Learn to say I'm sorry. Learn to mean it. Learn when to say it and use it. These two simple words can prevent violence and save relationships.
6. Write a peace song. Peace songs are great tools for organizing and inspiring people.
7. Broadcast a peace message using a peace flag, poster, badge, t-shirt, or bumper sticker.
8. Find your own inner peace. Set aside a few minutes or more each day for quiet, peaceful time.
9. Join a study circle. Self-education is a fast track to empowerment toward peace.
10. Attend an educational series on non-violence. Look up peace and justice organizations in your state at United for Peace and Justice. [www.unitedforpeace.org](http://www.unitedforpeace.org)



# ACTION IDEAS

11. Encourage peace projects for your school classrooms. Find some great ideas at UNESCO's website and [www.CelebratingPeace.com](http://www.CelebratingPeace.com).
12. Create a poster listing all the different ethnic groups in school.
13. Plan a Peace Day, Week, or Month in your school.
14. Join (or start) a peacemaker's club to promote tolerance and understanding or see if your school has a peer mediation program.
15. Sign a peace pledge. Go to [www.peacepledge.org](http://www.peacepledge.org).
16. Practice the art of patience. Be careful not to rush to judgment or action.
17. Help empower the poor.
18. Host a peace speaker at your school.
19. Take an adventure to neighborhoods of your town or country that are ethnically focused to appreciate diverse cultures. Cross-cultural understanding is key to building peace.
20. Be fair!
21. Plant a peace pole, a hand-crafted monument that displays the message "May Peace Prevail on Earth" in different languages. For more on the Peace Pole Project go to [www.worldpeace.org](http://www.worldpeace.org)

## PEACE BOOKS

**Ain't Gonna Study War No More: The Story of America's Peace Seekers** by Milton Meltzer. Gr. 8+.

**Atticus Weaver and His Triumphant Leap from Outcast to Hero and Back Again** by Alexandra

Powe Allred. A young wheel-chair bound boy contemplates life in junior high and his status as an outcast. Gr. 6-10.

**Buddha Boy** by Kathe Koja. Jinsen is called "Buddha Boy" and considered a freak. Justin dreads working with Jinsen on a class project, however it leads to a friendship. Gr. 6-10.

**Chernowitz!** by Fran Arrick. Bobby Chernow is targeted by Emmett, a bully who displays anti-Semitic behavior and Bobby decides it is to do something about it. Gr. 8-11.

**The Courage to Be Yourself** by Al Desetta. A leader's guide to this book is also available. Gr. 7-12.

**The Enemy Has a Face** by Gloria Miklowitz. Middle Eastern relationships through the eyes of young people. Readers gain an understanding of other people's needs, fears, and beliefs. Gr. 8+.

**Everything You Need to Know about Peer Mediation** by Nancy Rue. Explains the practices and principles surrounding peer mediation and shows students an alternative to violence for resolving conflicts. Gr. 8-12.

**The Fight for Peace: A History of Anti-War Movements in America** by Ted Gottfried. Gr. 8+

**Fighting the Invisible Enemy** by Terrence Webster-Doyle. Helps young people see how preconditioned thinking and actions, influenced by toys, violent television, gender stereotypes, racial prejudice, peer pressure and more, can lead to division and violence. Gr. 9+.

**Gaining Mind of Peace: Why Violence Happens and How to Stop It** by Rachel MacNair. Gr. 9-12.

**Geography Club** by Brent Hartinger. A story about isolation, bullying, values, and friendship from the perspective of a gay student in high school. Gr. 7+.

**Operation Warhawk** by Terrence Webster-Doyle. Helps young people examine the recruiting and training practices of the military, so they can make an informed decision on what it means to go to war. Gr. 7+.

**The Peace Book: 108 Simple Ways to Create a More Peaceful World** by Louise Diamond. Gr. 7+.

**The Skin I'm In** by Sharon Flake. This novel explores the ways in which people's own insecurities can affect how they are treated along with how they behave. Gr. 8+.

**Stitches** by Glen Huser. A story about bullying, anger, jealousy, and prejudice in school. Gr. 7-10.

**Stories of Transformative Justice** by Ruth Morris. An inspiring collection of stories from around the world on restorative justice, forgiveness, prison reform, and transformative justice at work. Grades 9-12.

**Under the Blood Red Sun** (Fiction) by Graham Salisbury. Tomikazu Nakaji's biggest concerns are baseball, homework, and a local bully, until life with his Japanese family in Hawaii changes drastically after the bombing of Pearl Harbor in December 1941. Gr. 5-8.

**Wringer** (Fiction) by Jerry Spinelli. As Palmer comes of age, he must either accept the violence of being a wringer at his town's annual Pigeon Day or find the courage to oppose it. Gr. 5-8



## HUMAN RIGHTS IN ACTION AT CROSSROADS ALTERNATIVE HIGH SCHOOL

Minnesota Advocates' Rights Sites program helps K-12 teachers integrate human rights education into their curricula through training and support. The newest addition to the Rights Sites family is Crossroads Alternative High School in the Anoka School District. Since their first training in April of 2006, the teachers at Crossroads have been committed to creating a human rights culture within their school and they have succeeded by leaps and bounds, providing an example to all schools of how human rights education can flourish in a diverse educational environment.

To achieve their goal of delivering a human rights lesson plan to all teachers each week, a small group of progressive and motivated teachers formed a "Rights Site committee." Active members of the committee include Dan Bates, Todd Mensink, Maryanne Dalton, Nathan VanDyke, Lisa Finn, Kirsten Rasmussen, and Denny Olson. Amy Vatne Bintliff is the committee chair. As a result, 220 students have received these lessons in their advisories (homerooms). Lessons range from topics like "The New Planet" to the conflict in Darfur. The human rights lessons in their advisories have helped create an overall awareness of human rights throughout the school.

To increase this awareness, teachers have also been infusing human rights into their classes. For example, teachers Randy Bauer, Angel Salathe, and Amy Vatne Bintliff led ten students on a trip to Wyoming and back to study westward expansion, social justice, and environmental justice, visiting Wounded Knee Museum, Crazy Horse Monument, and the Big Horn Medicine Wheel. In addition, English teachers Amy Vatne Bintliff and Alison Konkol worked with human rights-focused nonfiction and fiction books covering such issues as the genocide in Guatemala, the Northern Ireland conflict, human rights violations in

Rwanda and Armenia, the Holocaust, and the rights of migrant children and immigrants.

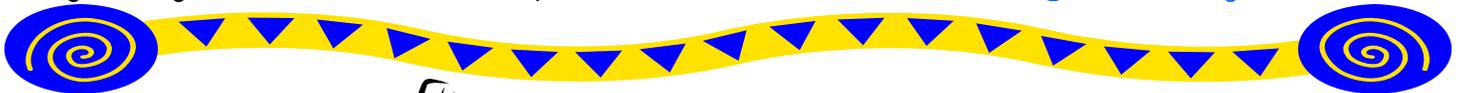
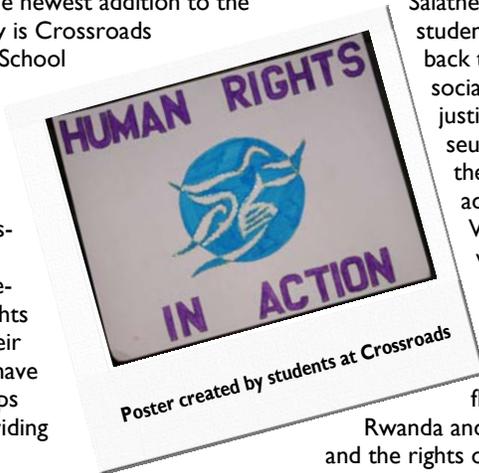
Crossroads also held a school-wide Human Rights Day Celebration on December 12<sup>th</sup> attended by all 220 students. The day was packed with over ten different workshops for students to choose from. Immigrant artists from the Moving Lives Speakers Bureau (a project of Minnesota Advocates and Intermedia Arts) led workshops using music, spoken word, poetry, and photography to discuss such issues as respect, stereotypes, and the need for human rights. Other sessions included human rights films such as "Invisible Children" which chronicles the lives of child soldiers in Uganda. In another session students made and sold bracelets to raise money for the Invisible Children Foundation.

So far, Crossroads students have raised \$128 through bracelet sales. The highlight of the day was the Coffeehouse performances where students shared original human rights pieces through poetry, rap, and music.

All of these efforts have inspired students to take their new-found passion for human rights outside the classroom. Students, along with teachers, have formed a Human Rights Student Committee. The committee holds biweekly after-school workshops that focus on human rights basics, activism 101, the shaping of public policy, and volunteerism. The Crossroads Student Council has also just started printing a newsletter called, "Dare to Know." The newsletter is open to students who want to write about social issues, such

as poverty, discrimination, and injustice.

Minnesota Advocates would like to congratulate the teachers and students of Crossroads Alternative High School for their commitment to human rights. We are proud to be part of your learning experience! If you would like more information or have comments or questions about the Rights Sites program please contact Emily Farrell at 612-341-3302 or [efarell@mnadvocates.org](mailto:efarell@mnadvocates.org).



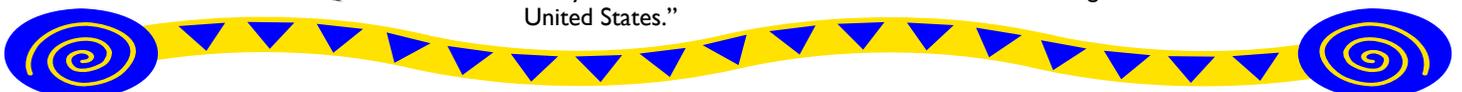
# Poster Contest!

**2007 EDUCATION IS A HUMAN RIGHT POSTER CONTEST**  
**Theme: Learning Is For Everyone (LIFE)**

All contestants are asked to depict in a poster why all kids should be able to go to school.

**Entries due by May 13, 2007**

All grades are eligible. Visit [www.mnadvocates.org](http://www.mnadvocates.org) for contest rules, entry form, and prize info! Finalists will be honored at the Fifth Annual Human Rights Law and Policy Conference, "Children Left Behind: A Child's Right to Education in the United States."



## MASTERING THE "ART" OF TEACHING HUMAN RIGHTS AT ST. PAUL CREATIVE ARTS HIGH SCHOOL

You would have no idea what awaits you inside St. Paul Creative Arts High as you stand on the corner of University and Oxford in the Midway Neighborhood. It looks like a re-vamped University Avenue store, which is exactly what it is, but when you step inside and peer down the short main hallway, your eyes are transfixed by many dynamic pieces of art, bright animals sculpted into a totem pole, flags reading "peace" in many languages, black and white photos, and murals painted onto the skylight walls suggestive of the Sistine Chapel.

The progressive art speaks to Creative Arts High School's aggressive agenda: to graduate youth who are aware of the world in which they live, and work to make the world a better place through their art and community engagement.

I visited the principal's office, framed by the words "Make Art Not War." Gwen Lacska greeted me warmly and assigned my tour guide, a young woman, Ina Edminister, whom I had seen perform with her ukulele as a part of Minnesota Advocates for Human Rights Education Program house party. Ina thrilled the audience with her beautiful songs about social injustice, and today, she would navigate me through the school.

The school cultivates such a strong sense of community that students feel they are forever a part of it. Multiple former students per week often return to say "hi." Graduates are welcome to attend prom, graduation, and the end of year party. Mr. Bucher, who is facilitating a painting class and teaching an audio arts class, is himself a former student.

The school changes with each new group of students to accommodate the talents and desires of the students, both physically and ideologically. This is very apparent in the many ways the school connects the students to the community in which they live. The school is always seeking new service projects, from rummage sales to service learning courses. This summer, the school

will offer a new week long summer art program in conjunction with ArtStart, a program that links arts and the environment and gives students the opportunity to work with local artists.

Ina leads me to the ceramics room, which is busy. The instructor is molding clay and students are chatting and working on their own projects. In this space a couple of years ago, students and teachers molded and fired many clay pots for the community.

During the "Human Rights" themed quarter, they invited community members to partake in a night of hearty donated soup, music and friendly conversation. The school donated the proceeds to a local soup kitchen.

As I made my way to the history room, I passed through a hallway displaying artwork depicting African American civil rights leaders painted in black on newspapers. The History teacher, Rich Anderson, met and welcomed me into his classroom. In his classes he aggressively pushes political issues pertaining to human rights and, through his teaching, challenges students to uncover the history and root causes of oppression.

The school's deep connection to human rights would not be possible without its dedicated teachers. Sherry Kempf, who has been with Creative Arts since its inception was instrumental in creating a partnership with

Minnesota Advocates for Human Rights, which has remained strong for the past 10 years. In Ms. Kempf's English class, students are challenged to investigate human rights issues via essays and literary works. Ms. Kempf adjusts the themes from year to year in order to sustain student interest. Her inventive literature courses

have included such themes as slavery, war and peace, political choices, the indigenous, the rights of women, the cultural revolution of the 1960's, and the Harlem renaissance.

For Creative Arts High, human rights is not a theme, it is a core value from which all other themes emerge. The school not only succeeds in its mission to graduate young people who have a sense of belonging and responsibility to their community, but also creates hope for a future in which all people respect and uphold human rights.

*By Megan Thrasher-Pierce, intern with Minnesota Advocates Education Program*



*Ina Edminister performing at Minnesota Advocates Education Program House Party*



*Sherry Kempf (right), St. Paul Creative Arts High School teacher with student, Ina Edminister (left) at MN Advocates' House Party*

# SAVE THE DATE!

## Children Left Behind: A Child's Right to Education in the United States

**WHAT:** Minnesota Advocates for Human Rights Annual Human Rights Law & Policy Conference

**WHY:** To address disparities in the U.S. education system and the importance of education as a human right

**WHEN:** June 15, 2007, 8:30 a.m. to 4:30 p.m.

**WHERE:** Dorsey & Whitney, LLP, Minneapolis, MN

\*CLE and university credits to be applied for\* \*CEU certification offered\*

For registration and further information go to [www.mnadvocates.org](http://www.mnadvocates.org)

## APRIL

**Race: Are We So Different?** Now through May 6th. Science Museum of Minnesota in St. Paul. The exhibit explores the everyday experience of race, the contemporary science that is challenging common ideas about race, and the history of this idea in the U.S. Cost: \$7-\$14.

**From the Ashes.** April 12th-29th, 7:30 pm. Pangea World Theater, 711 West Lake Street, Suite 101, Minneapolis, MN. Inspired by "Voices from Silence", a report by Minnesota Advocates of the ongoing impact of 9/11 on local refugee and immigrant communities, the play explores the reality of what it means to be searching for home, for something to believe in, and for causes to live for. Cost: \$15. For reservations call 612-203-1088.

**Peace Jam.** April 14th -15th. University of St. Thomas - O'Shaughnessy Educational Center 2115 Summit Avenue St. Paul, MN 55105. A two-day gathering of high school youth where students interact with the featured Nobel Peace Prize Laureate through question and answer sessions and presentations from the Nobel Peace Prize Laureate. Cost: Free. FFI: [www.youthrive.net](http://www.youthrive.net)

**Holocaust Memorial Day, Yom HaShoah.** April 16th, 12:15 pm. Northrop Plaza at the University of Minnesota. A commemoration of the Holocaust with poems, songs, and remarks by a Holocaust survivor. Cost: Free FFI: [www.chgs.umn.edu/Educational\\_Resources/Events/events.html](http://www.chgs.umn.edu/Educational_Resources/Events/events.html)

**Border Echoes: The Truth Behind the Juarez Murders.** April 17th. 7p.m. Metropolitan State University Auditorium, 700 E. 7th Street, St. Paul, MN. This documentary tells the story of the slayings of girls and women in Ciudad Juarez, Mexico through the eyes of investigative reporter Diana Washington Valdez. Discussion following the film with filmmaker, producer and MN Advocates staff. Cost: Free. FFI: [www.mnadvocates.org](http://www.mnadvocates.org)

**Challenged to Provide Adequate Housing.** April 19th from 12-1pm. Fredrikson & Byron, P.A., U.S. Bank Plaza, 200 South Sixth Street, Suite 4000, Mpls, MN. Presentation by Mayra Gómez, PhD and Bret Thiele, JD from the Centre on Housing Rights and Evictions. Cost: free. RSVP to [jka-shaeva@mnadvocates.org](mailto:jka-shaeva@mnadvocates.org).

**Art for Peace.** April 21st, 10-5pm and April 22nd, 8-2pm. Episcopal Cathedral Church of St. Mark, 519 Oak Grove Street Minneapolis, 55403. Nell Hillsley, an internationally known artist, has donated over 100 pieces of her art work to the Nonviolent Peaceforce. Come and enjoy them and take one home! All proceeds go to the Nonviolent Peaceforce. Cost: Free. FFI: [www.nvpf.org](http://www.nvpf.org).

**Meeting Face-to-Face: The Iraq-US Labor Solidarity Tour & Breaking Walls.** April 25th, 7pm. Lakes and Plains Regional Council of Carpenters, 700 Olive Street, St. Paul. Meeting Face to Face follows 6 Iraqi labor leaders through 25 US cities. Breaking Walls tracks 3 people who cross paths in Israel. Followed by discussion. Cost: Free. FFI: [www.laboreducation.org](http://www.laboreducation.org)

## MAY

**75th Festival of Nations.** May 3rd-6th, Saint Paul RiverCentre. "Travel the World without a Passport." For the 75th Anniversary of Festival of Nations, 97 different ethnic groups will be sharing their food, crafts and traditions. Cost: Advance: \$7-\$11. FFI: [www.festivalofnations.com](http://www.festivalofnations.com).

**Transnational Tradeswomen & Sisters of Philadelphia.** May 16th, 7pm. Lakes and Plains Regional Council of Carpenters, 700 Olive Street, St. Paul. A documentary exploring the current and historical roles of women in the carpentry industry in Asia. Produced by and for women carpenters in Philadelphia. Film will be followed by discussion. Cost: Free. FFI: [www.laboreducation.org](http://www.laboreducation.org)

**Children and U.S. Immigration: A Human Rights Issue Within Our Borders.** May 18th from 12-1 pm. Faegre & Benson LLP, The Century Room, Wells Fargo Center, 90 South 7th St., Mpls, MN. Cost: free. RSVP to [jkashaeva@mnadvocates.org](mailto:jkashaeva@mnadvocates.org).

## JUNE

**Children Left Behind: A Child's Right to Education in the United States.** Minnesota Advocates for Human Rights Annual Human Rights Law and Policy Conference. June 15 from 8:30-4:30 pm. Dorsey and Whitney, LLP, Mpls, MN. CLE and CEU certificated offered. This conference will address the disparities in the U.S. education system and the importance of education as a human right. FFI: [www.mnadvocates.org](http://www.mnadvocates.org)

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Rights Sites News is published quarterly by the Education Program at Minnesota Advocates for Human Rights to promote human rights education in the classroom and highlight the achievements of its Rights Sites Teachers. We welcome suggestions and comments.

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To sign up for our list-serv and receive periodic e-mail updates about opportunities related to human rights education, please send your name and your e-mail address to: [efarell@mnadvocates.org](mailto:efarell@mnadvocates.org).

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