



OPTIONAL CIVICS RESEARCH PROJECT

Peer Pressure Unit Grade 8 • Ages 14-16

TIME FRAME

Preparation: 15 minutes
Instruction: times vary

MATERIALS

Websites for research project

Kindness Concept Posters:

Assertiveness, Responsibility, Respect,
Self-Discipline and Integrity

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
RI.8.1, 2, 3; CCSS.ELA-Literacy.W.8.1,
2, 7, 8, 9; CCSS.ELA-Literacy.SL.8.1, 4,
6; CCSS.ELA-Literacy.L.8.1

Colorado: Comprehensive Health S.3,
GLE.2, EO.c, IQ.2; Reading, Writing and
Communicating S.1, GLE.1, EO.a; S.1,
GLE.2, EO.a,c,d,e; S.2, GLE.1, EO.a.i-iii;
S.3, GLE.1, EO.a,b; S.4, GLE.1, EO.a,b;
Social Studies S.4, GLE.1, EO.f

SEL: Social awareness, Responsible
decision making

[Learning standards key](#)

Standing Up for the Rights of Others

Students will research people in history who
have stood up for the rights of others.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and
increase understanding.

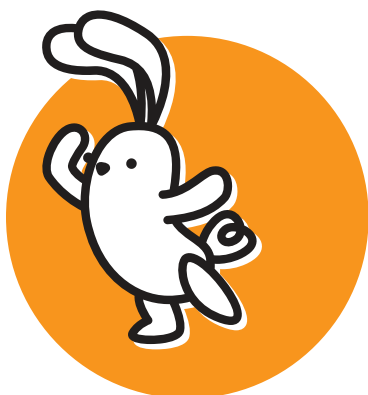
RESPONSIBILITY	Being reliable to do the things that are expected or required in your life, home, community and environment.
RESPECT	Treating people, places, and things with kindness.
ASSERTIVENESS	Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.
INTEGRITY	Acting in a way you know to be right and kind in all situations.
SELF-DISCIPLINE	Controlling one's words and actions for the benefit of self and others.
HERO	A person admired or idealized for courage, outstanding achievements, or noble qualities.



The RAK paradigm is the framework for teaching and building kindness skills.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Having access to biographical materials at different reading levels to support student research.
- Focusing on a few key questions that could be used as a part of a group research project, particularly if they are emergent readers and writers.
- Having the project scaffolded for them, so they are able to determine a realistic time frame.
- Reviewing the components of a research project and using a graphic organizer.

Resources

For a similar project with more resources, review the 4th Grade - World Changers Project Lesson

Possible websites for research project:

- <https://www.icivics.org/curriculum/civil-rights>
- <http://www.biographyonline.net/people/people-who-made-a-difference.html>
- <http://dredf.org/news/publications/the-history-of-the-ada/>
- www.biographyonline.net
- www.ducksters.com/biography/

Share (3 mins)

With the person next to you, share about a public figure you look up to, and explain why.

Inspire

Heroes (5 mins)

What is your definition of a hero?

Empower

Up For The Rights Of Others, Research Project (30-60 mins)

Have students research historical figures who stood up for what was right (such as Abraham Lincoln, Mother Teresa, Gandhi, Rosa Parks, Martin Luther King Jr., Cesar Chavez, Nelson Mandela, Jackie Robinson, Tony Coelho (wrote the Americans with Disabilities Act) They can use books from the library or conduct Internet research using the websites listed above or others.

As they are researching, have the students answer questions like:

- What principles do you think this person believed in? (For example, power, justice, peace, equality, etc.)
- How did these principles lead them to stand up for the rights of others?
- Do you think it was easy for this person to follow their principles?
- What kind of pressure did they experience to stop fighting for people's rights?
- How did these people's choices make a difference?

Students could prepare a paper, an oral presentation, a power point or another type of project on this historical figure, following the rubric that you use in your class.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is a hero?
- How did the person you learned about stand up for the rights of others?
- How does standing up for the rights of others show integrity, responsibility and respect?

Reflection Questions

- How did the person you learned about inspire you?
- Do you think the person you researched was a hero? Why?
- What do you think the world can learn from people who stand up for the rights of others?

Summary

Learning about people who stand up for the rights of others can be inspiring. It can show us the capacity for good and kindness in us all and lead us to do small or large acts of kindness ourselves.



Act (2 mins)

Kindness Minute

Show kindness to your teacher by giving her or him a high five on the way out the door and just saying "thank you for teaching us about human rights".

Kindness in Action

Be a hero. Save something. A bug, a tree, a friend. See what small heroic act you can perform.

