“Lemons into Lemonade”
A lesson plan to accompany “The Color of Conscience”

Middle and High School grade levels
Approximately two one-hour class periods will be required to complete this lesson.

I. Content: I want my students to:

A. understand their role in creating a civil society by their choices.
B. reflect on individuals who chose to take a stand and relate these examples to their own lives.
C. differentiate between a bystander and an “upstander.”
D. understand the meaning of “making lemons into lemonade.”

II. Prerequisites: Students should be familiar with:

A. the meaning of the term democracy.
B. the content of the First Amendment of the U.S. Constitution and the conflicts that can occur in protecting freedom of speech and freedom of assembly.
C. writing a poem.

III. Instructional Objective: The student will:

A. Make decisions by responding to a series of statements.
B. Brainstorm definitions of the following terms: community, civil society, bystander and “upstander.”
C. Watch selected video segments.
D. Discuss each scenario.
E. Write a poem.

IV. Materials and Equipment:

- Smart board with internet access or a television and DVD player
- Classroom copies of Template 1: “Choices”
V. Instructional Procedures:

This lesson relies on the Facing History and Ourselves Choosing to Participate curriculum, which connects history with choices students confront in their own life. It focuses on the civic choices—both large and small—people make about themselves and others in their community, nation, and world.

A. Instruct the class that they will be presented with a statement and asked to make a decision. After reading a statement aloud, instruct students to make one of the following decisions: “agree” with a statement, “do not agree” with the statement or “are unsure.” If a student agrees with the statement, he/she should move to one side of the room. If a student disagrees with the statement, he/she should move to the other side of the room. Students stand in the middle if they are undecided or unsure.

B. Next, the students explain or defend why they are standing where they are standing. The strategy helps students share their opinions, especially when trying to discuss an issue in which there is a wide range of opinions. Reiterate class rules about respect for the opinions of others. Address ways to constructively disagree with one another. For example, the student should speak from the "I," rather than from an accusatory "You." Encourage students to keep an open mind and listen to the opinions of others. Students are allowed to move if someone presents an argument that alters where they want to stand on the line.

C. Read each of the following statements to the class. Give the students a few minutes to reflect on the quote and then instruct them to move. After each statement, allow the students time to discuss, reconsider their stance, and move to another part of the room.

1. “The needs of larger society are more important than the needs of the individual.”
2. “Sometimes one thing happens to change your life, how you look at things, how you look at yourself.” (Quote by Jesus Colon from Little Thing Are Big)
3. “Young people are the most powerful force in today’s world.” (Quote by Eboo Patel from Open Hands, or Fists?)
4. “You’ve got to stand up to the bully; a bully picks on weak people.” (Quote by Irv Rubin from Color of Conscience)
5. “An eye for an eye leaves makes the whole world blind”. (Quote by Mahatma Gandhi, pioneer leader of non-violent resistance to achieve political and social change.)

D. Next, brainstorm definitions of the words: community, civil society, bystander and “upstander.” Suggested answers might include:
1. Community: a group of people who have common interests, a group of people who live near one another, a group of people with a shared goal, a group of people that share a common heritage or history. A community can be as small as a family or as large as people all over the globe. A community may provide services and benefits such as safety, education, utilities. Communities utilize communication and respect for laws to reach decisions. (Both of the words “community” and “communicate” come from a Latin word that means “to make public or common.”)

2. Civil society: People engaged in acts of citizenship. In a democracy or civil society, citizenship is an understanding or a contract between a citizen and government. It includes having rights, duties and responsibilities. Ideas might include: respect and obey the law; serve on a jury; respect the rights and properties of others; defend the nation; pay taxes; take part in and improve the life of the community; vote; play an active part in government; attend school; stay informed on issues and be willing to take a stand; believe in equality for all; respect individuals differences; and, guarantee that the rights and freedoms in the Constitution and Bill of Rights are upheld for all persons.

3. Bystanders: “People who witness but are not directly affected by the actions, help shape society by their reactions. They can exert powerful influences. They can promote values and norms of caring, or by their passivity of participation in the system, they can affirm the perpetrators” from Facing History and Ourselves, Holocaust and Human Behavior. Elicit examples such as the Holocaust, Armenian Genocide, massacre in Rwanda, or other historical/personal situations.

4. “Upstander:” “Those who do not simply stand by in the face of injustice but understand that each one of us can make a difference. Each one of us can be the change that makes a positive difference in this world. Choosing to participate can come in many forms, from small acts like treating others with respect or standing up for someone being bullied, to larger acts such as voting or volunteering for a cause that is important to you.” from Facing History and Ourselves—Be the Change: Upstanders for Human Rights. Cite examples such as Gandhi, Rosa Parks, Mother Theresa, Nelson Mandela, and other historical/personal examples.
E. Show the following video clips:


2. *Little Things Are Big* (3 min 31 sec): [http://www.facing.org/video/little-things-are-big](http://www.facing.org/video/little-things-are-big) This segment tells the story of Jesus Colon whose decision influenced how he felt about himself and society.


F. After viewing each video segments, discuss the segment by asking the following sample questions:

1. What choices do people make in the face of injustice?
2. Was the featured person (i.e. Jesus Colon, Tony Stewart, etc.) a bystander or an “upstander?” Explain.
3. Was there a transition from being a bystander to being an “upstander?” Describe.
4. What does it take to stand up for an idea?
5. What factors influence decision-making?
6. Why do some people choose to take action to address a wrong, while others choose to stand by and watch?
7. Do these same obstacles keep individuals from getting involved in their communities and larger world?
8. What factors encourage participation in your own community and in the larger world? What influence does society play in these decisions?
9. Is it important to teach young people about making decisions? Explain.
10. Describe the difference in the “upstander” choices of Irv Rubin and Tony Stewart.
11. What does it mean to make lemons into lemonade?
G. Have students write down different choices in the film for responding to the
march of the Aryan Nations. Those could include “attend the rally and be
protest silently,” “attend the rally and scream at the Aryans,” “organize or
attend a counter-rally,” “raise money for every minute that the Aryans
marched,” or “stay home,” among other choices.

H. Write the choices down on a whiteboard. Have students discuss whether
each choice is a “bystander” or an “upstander” choice. Some choices could
be considered both.

I. Distribute copies of Template 1: “Choices” to the class.

J. Read aloud each of the poems and discuss. Optional activity: Show the
video segment from Facing History and Ourselves: Perception: Jonathan L
reads his poem (3 min 48 sec):
This is a visual example of a student poem on how prejudice influences our
decisions and willingness to help others.

K. Assign each student to write their own “Choices” poem based on the
Lemons to Lemonade segment of the Color of Conscience video. The poem
should include references to ideas and concepts in this lesson such as
community, civil society, bystander and “upstander,” the five “make a
decision” statements, the Aryan Nations in Idaho, Irv Rubin and his
statements, Tony Stewart and his statements, or a student’s personal
experiences. The poem form can vary from free association to free verse to
structured rhyming stanzas.

VI. Assessment/Evaluation: Using your preferred or school-approved rubric,

A. Score participation in class discussion and “making a decision” by
movement activity.
B. Evaluate their “Choices” poem.

VII. Idaho Content Standards:

Social Studies: Civics and Government

Standard 4: Goal 4.3: Build an understanding that all people in the United
States have rights and assume responsibilities.

Language Arts:
Standard 2: Comprehension/Interpretation: Goal 2.2: Acquire skills for comprehending literary text.


VIII. Follow-up Activities:

A. Visit the following website Not in Our Town for a mapping exercise: http://www.niot.org/map. This 50-state map records the current movements against hate by listing hate incidents and innovative local responses by individuals and groups.

B. Visit the following website Not in our Schools: http://www.niot.org/front. This website provides videos, lessons, activities, and other resources for individuals and groups to take inspiring action to create safe schools, free from stereotypes, intolerance, and hate.

C. Visit the following Facing History website for ideas and “be the change” activities fostering “upstander” education that make a positive difference in this world: http://www2.facinghistory.org/campus/BeTheChange.nsf/home?openform
I Dream a World

I dream a world where man
No other man will scorn,
Where love will bless the earth
And peace its paths adorn
I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor avarice blights our day.
A world I dream where black or white,
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head
And joy, like a pearl,
Attends the needs of all mankind-
Of such I dream, my world!

Langston Hughes
American poet (1874-1963)

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I marked the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

Robert Frost
American poet (1902-1967)

Assignment:

Write your own “Choices” poem based on the Lemons to Lemonade segment of the Color of Conscience video. The poem should include references to ideas and concepts in this lesson such as community, civil society, bystander and “upstander,” the five “make a decision” statements, the Aryan Nations in Idaho, Irv Rubin and his statements, Tony Stewart and his statements, or their own personal experiences. The poem form can vary from free association to free verse to structured rhyming stanzas.