

RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The 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.



Immigration Edition

"Remember that when you say, 'I will have none of this exile and this stranger, for his face is not like my face and his speech is not like my speech,' you have denied America with that word."

~ Stephen Vincent Benet

For over 25 years, the Advocates for Human Rights has promoted and defended the rights of refugees and immigrants locally, nationally and internationally. Through our experience we have learned that community acceptance of newcomers is crucial to successful integration. For acceptance to occur, trust must be gained, discrimination overcome, and myths dispelled. Schools can play an important role in the integration process by creating a safe and welcoming environment for refugee and immigrant students.

The United States has long been known as a nation of immigrants, with the cultural contributions of multiple countries helping to shape our political, social, and linguistic landscape. Awareness of past and recent experiences of immigrants is essential to effectively educate all of our youth. Understanding and respecting the diversity that has led the United States to world prominence will help ensure that all students develop the skills necessary to meet the challenges of a multiethnic nation.

In the Human Rights Education Program at The Advocates, we strive to provide accurate information and educational resources that enable educators to teach about immigration and about immigrants' contributions. Our goal is to build tolerant, inviting classrooms that value diversity and respect for human rights. This issue of Rights Sites News is dedicated to helping teachers and students engage in thoughtful dialogue, creative teaching, and critical thinking around immigration and immigrant issues.

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FEATURED RESOURCE: MIGRANT RIGHTS TOOLKIT

The Advocates for Human Rights is pleased to announce the release of its newest toolkit on the rights of migrants. As with all of our Discover Human Rights toolkits it includes the following:

- **Rights of Migrants in the United States Fact Sheet** - outlines the rights of migrants according to international and national law and how the U.S. is doing in fulfilling those rights.
- **Rights of Migrants Quiz** - short multiple choice quiz to gauge students' knowledge and get them interested.
- **Migrant Rights National Resources** - a list of organizations working to protect the rights of migrants.
- **Take Action on Migrant Rights** - an idea list of different ways to get involved in advocating for the rights of migrants.
- **Lesson Plan: Migrants in the Media** - a lesson that challenges students to critically analyze articles on immigration issues (also included in this newsletter).
- **Rights of Migrants in the United States Power Point** - a presentation that outlines the facts on the rights of migrants.



The Rights of Migrants toolkit is free and available to download at www.discoverhumanrights.org.

Lesson: Migrants in the Media

Goal: To help students understand the rights of migrants, and how the U.S. is doing in fulfilling those rights.

Objectives:

- Students will learn what it means to be a migrant.
- Students will gain a general understanding of the rights of migrants as outlined by U.S. law and international human rights treaties.
- Students will research and identify news articles relating to migrant rights in the U.S.
- Students will analyze news articles and other media from a human rights perspective to determine how well the U.S. is fulfilling the rights of migrants.

Essential Question: How is the U.S. doing in fulfilling the rights of migrants?

Resources:

- The Universal Declaration of Human Rights (UDHR) – download at <http://www.un.org/Overview/rights.html>
- “The Rights of Migrants in the United States” fact sheet – download at www.discoverhumanrights.org/toolkits.html
- “Migrants in the Media” handout - download with complete lesson plan at www.discoverhumanrights.org/toolkits.html
- “Take Action on Migrant Rights” handout - download at www.discoverhumanrights.org/toolkits.html
- Chalkboard/whiteboard/flipchart and markers
- Access to the internet and other sources of print media

Time Frame: 2-3 class periods

Age Level: 8th grade - Adult

Procedure:

Activity 1: What is a Migrant?

- 1. Define.** Write the words migrant, immigrant, and emigrant on the board and ask students to define them. Gather some answers from the class and write them down on the board. Explain that the difference between emigrating and immigrating is simply about direction:
An IMMIGRANT is incoming. They have left one country and are entering another.
An EMIGRANT is outgoing. They are leaving their country to go to another.
MIGRANT is the general term. A migrant can be an immigrant or an emigrant. The United Nations defines a migrant as “any person who lives temporarily or permanently in a country where he or she was not born...”
- 2. Brainstorm.** Next, ask the students to brainstorm a list of reasons as to why a person might want to leave one place for another and write them down on the board. Explain to your students that depending on their reasons for leaving and how they enter another country, migrants fall under a broad range of classifications, such as: students, temporary workers, asylum seekers, refugees, permanent residents, and undocumented workers.

Activity 2: What are the Rights of Migrants?

- 1. Imagine.** Ask your students to imagine that they are a migrant coming to a new country. Have the class generate a list of things that would be important to them during the process. What would they need? What would they fear? What would they wish for? Students could work in small groups to generate more ideas. Write their ideas down on the board.
- 2. Explain.** Explain to your students that the rights of migrants are guaranteed under numerous United Nations documents including the Universal Declaration of Human Rights (UDHR). The Rights of Migrants are based on many of the ideas the class has probably come up with in the brainstorm. Read the following excerpt from the UDHR:

“Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional, or international status of the country to which a person belongs.”

Give each student a copy of the UDHR. Have them choose which rights they think would be especially important to migrants (a copy of the UDHR can be found here: <http://www.un.org/Overview/rights.html>). The important thing to emphasize is that all migrants are entitled to basic human rights.

- 3. Read.** Photocopy and distribute “The Rights of Migrants in the United States” fact sheet to the entire class. Ask the class to take 10 minutes to read the first 3 sections of the fact sheet to familiarize themselves with the rights of migrants (some of this will have already been covered in activity one).



4. Jigsaw. The purpose of this activity is to help students become familiar with the rights of migrants as outlined by U.S. law and by international human rights treaties. Through this activity, the students will put together the pieces of the “jigsaw”, and learn from each other about how the U.S. is doing in fulfilling the rights of migrants.

1) Form Groups. Have students form groups of 2-3 (depending on the size of the class), and assign each group a sub-section to read under “Is the U.S. Fulfilling the Rights of Migrants?” For example, one group would be responsible for reading “Safety and Security”, another group would be responsible for reading “Equal Protection and Due Process”, and so on.

2) Read and Choose. Next, ask the students to take 5 minutes to read their assigned sub-section. Ask each group to choose two items to share from their sub-section that would be representative of how the U.S. is doing with respect to the right being discussed.

3) Present. After 5 minutes, ask each group to choose one spokesperson to present to the class on the definition of the right represented in their sub-section, as well as the two items they chose to highlight. This should take approximately 10 minutes.

Activity 3: Migrants in the Media

1. Research. Give each student the “Migrants in the Media” handout. For this assignment, each student will use the internet and other print media to research and identify one news article that deals with the issue of migration in the U.S. The article must be from a reputable news source, such as: news magazines (e.g., Newsweek), newspapers (e.g., The New York Times), a government publication (e.g., from the Department of Education), and/or a non-profit publication (e.g., Human Rights Watch). Ask the students to bring in a printed copy of their chosen article. The students can use the sub-sections they discussed in class to help them guide the search for their articles. Depending on time and resources, teachers can have students research this assignment at home or in class. It is important to keep in mind that not all students may have internet access at home so it may be useful to set aside time for computer use during class.

2. Analyze. Ask the students to answer in writing the following questions about their articles, and come to class ready to discuss them with their classmates. Teachers may choose to have students hand in this assignment as homework to be graded.

Questions Used to Analyze Articles:

- What facts about U.S. immigration did you find in the article?
- What opinions about immigration did you find in the article?
- What issues related to migrant rights did you find in the article?
- In your view, was the article advocating for or against migrant rights? Why?
- Was the article slanted or skewed in any particular way? If so, how? Can you list any words/phrases that show the emotion contained in the article?
- What voice was missing in the article, if any? In other words, what other perspective would have been helpful to include in the article to give you a full understanding of the issue being discussed?
- Which of the migrant rights included in the “Rights of Migrants in the United States” fact sheet were discussed in the article?
- What solutions were considered/proposed?
- Write at least two questions/ideas you have for further research.

3. Small Group Discussion and Presentation. Ask students to get in the same groups of 2-3 they formed previously. Ask them to take 15-20 minutes to discuss the answers to each of the questions posed in the “Migrants in the Media” assignment. After they have discussed each article, ask them to select one article that they feel is particularly effective in demonstrating the fulfillment (or lack thereof) of a particular migrant right, and prepare to paraphrase the article and analyze it for the class using the questions posed in the assignment as a guide. In addition, using their analysis of the chosen article, ask each group to answer the following question:

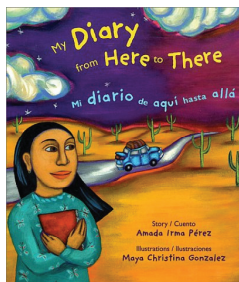
- Based on what was discussed in the article, what kind of action needs to be taken to ensure that the U.S. fulfills the rights of migrants? What could the government or the community do to help make this happen?

Ask them to select one spokesperson to communicate this information to the rest of the class. Once each group is ready to present on their chosen article, take approximately 25 minutes to hear from the groups. Following the discussion teachers may choose to give students the “Take Action on Migrant Rights” handout which provides ideas on what they can do to get involved and advocate for migrant rights.

4. Submit. Following the presentation and discussion of the articles, ask students to submit their “Migrants in the Media” assignment including their printed article and the answers to the questions.

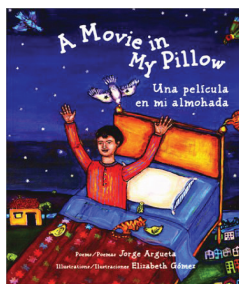
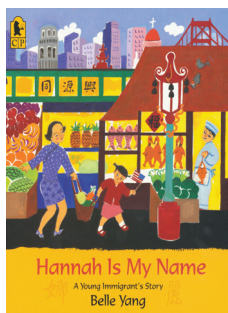
READING SUGGESTIONS: PRIMARY

It is through personal connection that understanding is nourished. Fiction and memoir can serve as a tool to build understanding about immigrants from far-away cultures. Listed below are suggested books for all ages and reading levels that will help personalize the immigration issue.



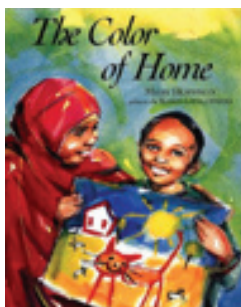
My Diary From Here to There (Mi Diario de aquí hasta allá) by Amada Irma Pérez, Illustrated by Maya Christina González. Chronicles, in her own words, the hopes, fears, and dreams of Amada, a little girl forced to leave behind her beloved Mexico to immigrate to Los Angeles with her family. Text in both English and Spanish. Ages 4-8.

Hannah Is My Name by Belle Yang. A girl describes her family's journey from Taiwan to the U.S. in 1967. She must give up her Chinese name, Na-Li, and adjust to her unfamiliar American name. Hannah relates how she and her parents try to adapt to a new way of life, detailing the obstacles that they all must face. The tension is in the threat of deportation as the family waits for green cards that will allow everyone to live freely in the U.S. Ages 6-10.



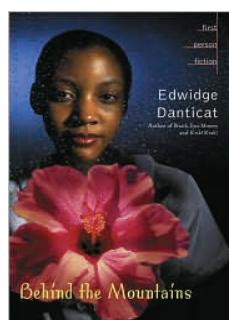
A Movie in My Pillow (Una Película en mi Almohada) by Jorge Algueta. A book of poems in both English and Spanish, describing a boy's experience growing up in El Salvador and San Francisco. Ages 8-12.

The Color of Home by Mary Hoffman, illustrated by Karin Littlewood. Tells the story of Hassan, a young Muslim boy from Somalia who has just immigrated to the U.S. to escape civil war. As he begins expressing himself through art, his paintings reveal his vivid memory of home, from the beauty of his harmonious village to the brutal violence of the soldiers. Telling his story to a Somali interpreter helps Hassan leave the demons of his past behind, and begin to love his new home. Ages 4-8.



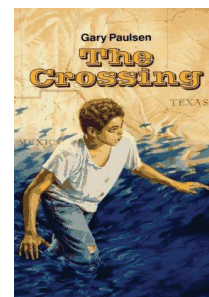
READING SUGGESTIONS: SECONDARY

Finding Miracles by Julia Álvarez. This is the story of a 15-year-old girl adopted from Latin America and the challenges she faces. After elections in her birth country allow it, she is invited to visit the place of her birth by her friend's family. While there, she falls in love and learns some things about herself. Ages 12-16.



Behind the Mountains by Edwidge Danticat. Celiane's journal chronicles the family's departure from their homeland of Haiti to join her father, who had immigrated to NYC five years earlier. When Celiane, her mother, and her brother are finally approved to enter the U.S., there is unavoidable family friction, fueled not only by the separation and adjustment to a new country, but also by the natural maturing process that the children undergo. Ages 11-15.

The Crossing by Gary Paulsen. The story of thirteen-year-old Manny, a street kid fighting for survival in Juarez, a Mexican border town, who develops a strange friendship with an emotionally disturbed American soldier who decides to help him get across the border. Ages 11 and up.



Esperanza Rising by Pam Muñoz Ryan. Set during the Great Depression, 13-year-old Esperanza lives a charmed, carefree life in Mexico - until her father dies and difficult circumstances force her family to start a new life in California. Esperanza must learn to adjust to a new lifestyle for which she is not prepared. When her mother falls ill, Esperanza must rise above the odds, take charge, and thrive, for her mother's sake, and for the sake of her own future. Ages 11-15.

FEATURED WEBSITES

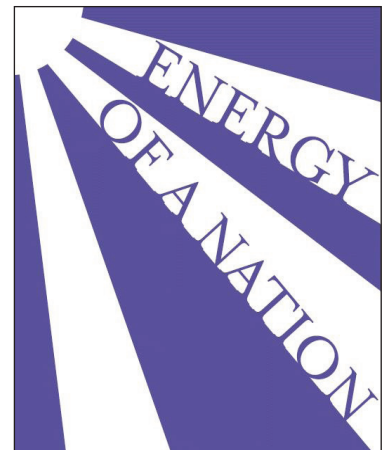
Energy of a Nation

www.energyofanation.org

An on-line immigration resource center developed by The Advocates for Human Rights. This free interactive online curriculum provides accurate information about immigration through a human rights lens. Created as part of an educational campaign to address anti-immigrant sentiment, the curriculum highlights the personal testimony of immigrants and explores immigration from a historical, policy, economic, and demographic perspective. Numerous fact sheets outline the impact of immigrants on the labor market, economy, and welfare system.

The website features:

- Up-to-date fact sheets
- Lesson plans, activities, and other educational resources
- Advocacy tools for students, educators, policymakers, and community members
- Information and resources for new Americans
- Breaking news on immigration
- State and national immigration legislation summaries and updates
- Current state and national reports
- Speakers and workshops on immigration through a human rights lens
- Ideas on how to take action on immigration issues
- Upcoming events and resource links

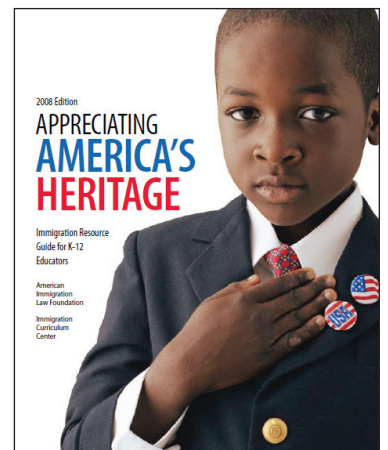


American Immigration Law Foundation

www.aifl.org/teach

AILF's Curriculum Center is a uniquely modeled teachers' clearinghouse of teaching ideas and resources related to the topic of immigration and human migration. The Curriculum Center supports teachers in engaging their students and their communities in thoughtful dialogues centered on the issue of immigration and multiculturalism. The center is managed by professional educators who spend time in classrooms as instructors and who are dedicated to the dissemination of well-designed, easy-to-use and factual materials that promote the positive influences immigration has had on our nation.

The Curriculum Center's overall mission is to fill in the immigration subject gap existing in teachers' guides, textbooks and classroom resources. The common goal is to inspire, promote and support creative teaching while incorporating current and historic aspects of immigration. As AILF states, "working directly with teachers enables us to spread a wealth of information and inspire teachers by providing them with valuable materials and lessons that they will use in their classrooms, schools and communities for years."



Check out the Teachers' Resources on their website, including teacher-friendly lesson plans, a resource guide, book reviews and links to other educational sites, as well as the Curriculum Center's Symposia, Creative Writing Contest and new grant information.

BEST PRACTICES FOR WORKING WITH IMMIGRANT STUDENTS

How to Create a Welcoming Environment for Refugee and Immigrant Students: The Advocates for Human Rights has collected a list of “best practices” that teachers have used in working with immigrant and refugee students. Listed below are success strategies from Minnesota educators.

Before the Immigrant or Refugee Student Arrives:

- Teach staff and students how to say “hello” in the new students’ native languages.
- Ask a member of the immigrant community to work with the school in preparation for the arrival of new students. Learn from their experiences as an immigrant or refugee.
- Teach mainstream students about refugees and why they are forced to migrate. Role-play how they would feel as refugees.
- Find resources, interpreters, and materials on cultural diversity and have a seminar for staff on incoming students’ home countries, explaining the land, history and culture. Emphasize the importance of learning about the world, linking to existing learning material.
- Prepare school staff for arrival of new immigrant and refugee students, change cafeteria food menu for a day as a welcome.
- Clarify meaning of special clothes for girls (i.e. shador or head covering) for Physical Education and other classes.
- Display pictures, maps, and information about immigrant students’ home countries in a central location of the school in order to educate the student body about newcomers.

Strengthening One-on-One Interaction in the Classroom:

- Teach lessons about the home countries of immigrant students. Even if the new student doesn’t understand everything, s/he should be comforted to see students learning about things that s/he recognizes. Parents could also be involved in the planning and presentation.
- Ask new students to draw maps of their home countries, adding pictures and cities. Have them show the class (or rotate partners if a large group is too intimidating).
- Ask students to bring in items that represent their cultures to explain and share with the class.
- Use visual aids.
- Use good nonverbal communication skills. Be patient with new students’ development and use of new language skills.
- Be genuine, sincere and friendly with immigrant and refugee students. Help them to feel secure in the school environment.
- Slowly introduce new students into the school mainstream.
- Develop a buddy system, matching new students with current students to show them around for the first week.

Involving Immigrant Families in School Life:

- Produce a short video in the native language of incoming students that showcases the school, sports, conferences, etc. The video can be viewed at school or home.
- Work with parents to help them learn how to “get involved” in the schools without being too intimidating (i.e. parent-teacher conferences, volunteer opportunities, etc.).
- Offer parents “coffee/tea time” as they drop off kids in the morning. Use this time to get immigrant and refugee parents involved in school life.
- Ask parents of immigrant students to volunteer in the classroom and become more familiar with what happens during the school day. Parents might use skills from their home countries (i.e. art classes).

Immigration Projects that Connect the Community:

- Write a poem, play, essay, or skit researched with accurate information exploring two or more perspectives of the same event. For example, a border crossing from the viewpoint of the migrant and that of the border guard.
- Create a visual display of demographic data regarding recent immigrants in your state.
- Put together a collection of true-life immigrant stories.
- Create a bibliography of immigrant stories for youth.
- Perform a mock asylum hearing, by role-playing the asylum seeker, his or her attorney, the government attorney, judge, and testifying experts.
- Set up a county fair exhibit or booth dealing with refugee and immigrant topics.
- Organize a school workshop on refugee and immigrant issues, featuring role-playing and other educational activities that deal with immigrant issues.
- Publish a class cookbook of traditional recipes that represent various immigrant cultures of origin. Include information about the origins of principle ingredients and traditional ways to cook and serve the dishes.
- Make a collage of photographs from magazines that represent the immigrant cultures in your community.
- Create a mural that depicts the journeys of immigrant groups to your city, state, or country.
- Map the journeys taken by different immigrant groups from the past to the present, note the countries of origin and destinations and the patterns that exist.

GRANT OPPORTUNITIES FOR TEACHING IMMIGRATION

The American Immigration Law Foundation.

<http://www.aifl.org/teach/grants.shtml>

Awards \$500 grants nationwide for the 2008-2009 school year to fund K-12 projects that provide education about immigrants and immigration. The Foundation seeks to fund activities that are innovative and supportive of AILF's mission of promoting the benefits of immigrants to our nation. Proposals that are classroom-based will receive strong consideration, and the Foundation encourages projects that can be replicated in other classrooms across the nation. This year's focus will be on proposals that relate to the following categories: 1) Innovative use of technology 2) Underrepresented minorities 3) Community outreach and partnerships with community based organizations 4) Math and science. Please visit website for an application and more information on how to apply. Proposal deadline: November 28, 2008.

Teaching Tolerance Grants

<http://www.tolerance.org/teach/grants/guide.jsp>

The Teaching Tolerance project of the Southern Poverty Law Center offers grants of \$500 to \$2500 to K-12 classroom teachers for implementing tolerance and youth activism projects in their schools and communities. Proposals from other educators such as community organizations and churches will be considered on the basis of direct student impact. Proposal deadline: ongoing.

National Council for the Social Studies Awards and Grants

<http://www.socialstudies.org/getinvolved/awards>

National Council for the Social Studies honors annually the outstanding performance of teachers, researchers, and other worthy individuals and programs, and has encouraged unique and innovative social studies education projects through its award and grant programs. NCSS serves as an umbrella organization for elementary, secondary, and college teachers of social studies; teacher educators; researchers; curriculum designers; and curriculum specialists. The Council engages and supports educators in strengthening and advocating social studies. Proposal deadline: varies (see website).

HUMAN RIGHTS DAY POSTER CONTEST!

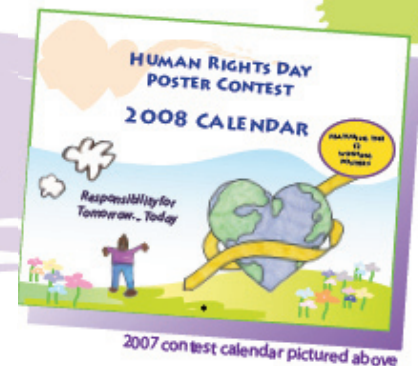


Johnnie Carr (1911-2008)

All Minnesota students in grades kindergarten through senior high school are eligible to compete in the 2008 Human Rights Day Poster Contest. Contestants are asked to present in art form what they think the Human Rights Day theme from Johnnie Carr means in our society today. Students will compete in four grade level categories -- Grades K-2, Grades 3-5, Grades 6-8 and Grades 9-12 -- with judging based on clarity of message, originality, creativity, and neatness.

**Contest Entries Due:
Thursday, October 2, 2008.**

Visit www.humanrights.state.mn.us
for contest rules and entry forms.



2007 contest calendar pictured above

Winning artwork
will be featured in a
2009 calendar!

“Look Back, But March Forward”
“I want all the young people to look around and see the things you are now able to enjoy. I beg you, I admonish you, to look and to see what has happened in the past, and move forward and see what you can do for the future.”

Sponsored by the Human Rights Collaborative



The Advocates for Human Rights



COMMUNITY EVENTS CALENDAR

SEPTEMBER

Women's Human Rights Film Series: The Greatest Silence: Rape in the Congo. Tuesday, September 23rd, 6:45 pm, Rondo Community Outreach Library, 461 N. Dale Street, St. Paul. An extraordinary film that shatters the silence surrounding the use of sexual violence as a weapon of war. Emmy award winning filmmaker Lisa F. Jackson travels through the Democratic Republic of Congo, through war zones, to understand what is happening, and why. The Advocates for Human Rights will lead a post-film discussion. Free and open to the public. FFI: www.thefriends.org.

State Constitution Celebration and Evening Quadriga Viewing. Thursday and Friday, September 18th and 19th, 7, 7:30, and 8pm, Minnesota State Capitol, St. Paul MN. Celebrate the 150th anniversary of Minnesota's statehood on a special 90-minute evening tour. Hear about the making and adoption of our State Constitution. See copies of the original constitution and listen to history players talk about what was happening in national and Minnesota politics in 1857. Climb to the rooftop for a rare view of the Quadriga. Cost: \$5- \$8. Reservations: required, FFI call 651-296-288.

The Holocaust: Pain and Remembrance. Sunday, September 28th, Guthrie Theater, 818 South Second Street, Mpls, MN. 10-4 pm. This workshop features three presentations: Teaching against genocide: creating individuals and communities of conscience; Holocaust survivor's testimony: Murray Brandys, survivor and author; Understanding Trauma and Pain, Evelyn Lennon, therapist, Center for Victims of Torture. All participants will see the Guthrie's production of "Old Wicked Songs." Free and open to public. CEU credits available. FFI: www.chgs.umn.edu/news/holocaust.html.

With Respect to Iran and the West: An Interface of Politics and Religion. Sunday, September 28th, 5 pm, Augsburg Chapel, 22nd Ave and Riverside Ave., Mpls, MN. Panel discussion exploring how the nuances of cultural and religious differences affect the political relationship between Iran and the West, with the premise that informed and respectful dialog can reduce international tensions. Free and open to the public. FFI: www.micglobe.org/program_world_affairs/attend_media.php.

OCTOBER

4th annual Fall Media Forum: Tools for Democracy, Strategies for Change. Saturday, October 4th, 9-3 pm, Minneapolis Downtown Central Library, 300 Nicollet Mall, Mpls, MN. Confirmed presenters include local Fox 9 news anchor Robyne Robinson and Amalia Anderson from the Main Street Project. Registration will begin in early September. Watch for details on www.tcdailyplanet.net. FFI contact: emily@tcdailyplanet.net, or call 612-436-9188.

37th Annual Human Rights Conference: Celebrating 60 Years of the UN Universal Declaration of Human Rights. Saturday, October 4, 8:30 - 4:00 pm, Kahler Grand Hotel, 20 Southwest 2nd Avenue, Rochester, MN 55902. The League of Minnesota Human Rights Commissions 37th Conference includes breakfast, lunch, speakers, and breakout sessions. FFI: www.hrusa.org/league/whatsnew.shtm.

Education Minnesota Conference: Today's Students, Tomorrow's Citizens. Thursday-Friday, October 16th-17th, St. Paul River Centre, 175 W. Kellogg Blvd. More than 60 workshops will be offered. More than 300 exhibits of education

goods and services will be available. Keynote: Popular educator and author Ron Clark. FFI: www.educationminnesota.org/events/conference/Pages/default.aspx

Children and Genocide: Rwanda and the Holocaust. Saturday, October 18th, 9-4:30 pm, Concordia University, 1282 Concordia Avenue, St. Paul. Holocaust and Rwandan genocide survivors whose artwork is on exhibit in "Voice to Vision" at Concordia will share their stories. Professor Simon Sibelman, University of Wisconsin, will speak on the rescue of children during the Holocaust in France. The workshop will conclude with a tour of the exhibit and a film based on the survivors' memories as documented in art. Free and open to public. FFI: www.chgs.umn.edu/news/children.html or call 612-624-0256.

NOVEMBER

Genocide and Gender-Based Violence: Darfur, the Holocaust, and American Indians. Saturday, November 15th, 9:30 - 4 pm, Gustavus Adolphus College, 800 College Avenue, St. Peter and Treaty Site History Center, St. Peter. Featured speakers include Professor Elizabeth Baer, Women and the Holocaust; Mark Hanis, Executive Director of the Genocide Intervention Network; and Suzanne Koeplinger, Minnesota Indian Women's Resource Center. The day includes investigation into the mass execution of 38 Dakota Indians in Mankato in 1862 and the forced march of 1600 women and children from Mankato to Fort Snelling in winter. Registration: <http://chgs.umn.edu/news/darfur.html> FFI call 612-624-0256 or email chgs@umn.edu. Free and open to public.

RIGHTS SITES NEWS

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Rights Sites News is published quarterly by the Education Program at The 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@advrights.org.

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