



***Ambassadors Using the Past to Better the Present by
Turning Disabilities into Gifts***

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My curriculum unit is designed for 6th grade male gender classes.

Key words: dignity, equality, freedom, rights, values, respect, violation, justice, human

Teaching Standards: [Appendix 1](#)

Synopsis: Students will use the novel *Percy Jackson and the Lightning Thief* and design a plan to help promote vocational classes in middle school. Students will use Percy as a role model in how having certain learning disabilities can be gifts or advantages. Students will use articles from the UNDHR (*Universal Declaration of Human Rights*) to identify specific rights that were violated in the novel. This unit will give students a chance to voice their opinions on what can be done to benefit middle school students and provide them an opportunity to venture into trade or vocational opportunities because all students will not venture into the college world. Many of our students with disabilities are great at using their minds, hands, and talents in the business world at an early age, so how can we get our school board to give students in the public-school system early choices in pursuing vocational trades. The students want their rights to a proper education, and they deserve that according to the UNDHR. The ultimate goal is to persuade our county, state, and country that many of our students are being treated unfairly due to what the world calls a disability. Many learning disabilities may actually be gifts that are being hidden in a regular classroom because of the types of skills and knowledge that is privileged. Let's give our children a chance by introducing trade or vocational classes in middle school.

I plan to teach this unit during the coming year to 130 students in Language Arts/Social Studies Grade 6.

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Introduction

Rationale

When I thought about this unit I really wanted to use a positive role model as an example to help motivate my young 6th grade males to strive for greatness. I wanted to be able to have someone they could relate to personally. So, to introduce this curriculum unit I want to familiarize my students with some laws of past civilizations. I want them to see how in dealing with human rights, civilizations in the past have some interesting methods of keeping particular groups at the bottom of the rights agenda. As we explore human rights we will use *Percy Jackson and the Lightning Thief* as our novel and major subject of indifferences. In turn, I am hoping my students can use this novel as an example of some injustices that we still see today in our society. As I teach the laws and rules of some ancient civilizations, my students will be able to design charts and form their own opinions about why such rules were too harsh or unfair. As we venture into the present rights they can see how some groups really had no power to change how they were treated. The articles in the *United Nations Universal Declaration of Human Rights* (UNDHR) will be used to create a visual of which civilizations violated what rights and whether there is a common trend on which article or articles were abused the most. I think this unit will be a great learning process for myself because I can use the UNDHR articles from here on out. I will be able to gain knowledge of how these young males feel about past civilizations and make connections to injustices in our society today.

The novel *Percy Jackson* does not only relate to rights being violated, but this young man has similarities to many of my male students. For example, over one half of my 6th grade males have been diagnosed with ADD or ADHD. Many of them are from single-parent households, and as Percy often does, some feel worthless and confused. Percy has dyslexia and struggles at school, but his powers lie elsewhere. I know this novel will be a great way to access human rights because by discussing and listing Percy's character traits and having these young men list theirs, we can see the commonalities and differences between Percy and them. In teaching this curriculum I hope to bring the hierarchies of the following civilizations of Ancient Mesopotamia, Ancient Greece and Ancient Rome into a combination of rights and wrongs. I hope to engage my students in meaningful conversations where their insights of power are challenged, yet with the learned knowledge, they can prove why many laws were inhumane. In the end they should be able to compare our laws, rights, and treatment of fellow Americans today to the civilizations we have studied. Using the UNDHR articles, the ultimate goal is for the entire class to become ambassadors and advocates for people like Percy and others in this novel for better rights.

The majority of my students have ambition to major in a trade and our public-school system is failing at realizing their rights to a quality education. Reading, math, science, social studies, and physical education are important subjects, but for those students who are outstanding at electric circuits, plumbing, auto mechanics, architecture, cosmetology, construction, culinary arts, or fashion, they don't often get to feel that their skills are valued in middle school or even at our high schools. This unit is for our students to fight like Percy

did, and let what some may see as their limitations become super powers to give them a promising future.

Demographics

I have been teaching at Coulwood STEM Academy since 1998 and have fallen in love with teaching 6th graders. I have taught Language Arts/ Social Studies for the past five years and love integrating history through literacy. I teach five classes that are all males. My first cohort is my inclusion class, which has males that have a variety of learning disabilities. Most of them have a 504, BIP, BEP, or an IEP. My second cohort includes males that are a little higher but many of them have the same type of learning levels but they scored a little higher on the EOG. My third cohort is a blend of higher-level young men who range from scoring threes on their EOG's. My fourth cohort are males that scored just below a five and could easily be placed in my honors fifth cohort which is males that scored a five or a very high four on their EOG's.

All of my students are assigned a Chromebook that they carry with them all day for every class. I do not always allow them to use Chromebooks because we still do a lot of open-ended activities that enhance their thinking and challenge them to come up with their own answer and not rely on multiple choice. I see these young men every day for an hour. The literacy teacher on my team shares topics they are covering and we do a great job of integrating literacy with Social Studies and real life lessons to help our young men use their high level thinking at all times. We have a thirty-minute silent reading program that begins at 7:30 and ends at 8:00 and this is done through our advisory classes. The students are allowed to read any type of age appropriate books from fiction, non-fiction, science fiction, biographies, sports, historical and graphic novels, so reading this novel will not be a problem for the most part. I endure to enhance my knowledge and my students' knowledge of why these basic rights we take for advantage are so important.

Coulwood STEM Academy is part of the West Learning Community. We are a title I school. Coulwood STEM serves 70% African American students, 17% Hispanics, 8% Caucasian, and about 3% Asian. Coulwood STEM serves free breakfast and lunch to about 99% of our students daily. Coulwood STEM is a fully functioning STEM academy with classes such as computer science, biomedical, robotics, engineering, architecture, Minecraft, and of course the major core classes that include Language Arts, Literacy, Math, Science and Social Studies. Coulwood also offers Physical Education, Band, Orchestra, AVID, and an SBS program. The ESL program serves about 12% of our students and the SBS program serves about 8%. Our gifted percentage is about 5%. Our school provides an after-school tutoring program for our students through a grant for Project CARES. A Technology Facilitator and six Multi-Classroom Lead Teachers provide extra support to us teachers and they do an excellent job. We have a Technology MCL, and he and I have teamed up together and we will be using the 3-D printer in a lot of my lessons. I require my students to design a project for each unit of study we have. So, the Percy Jackson unit can be used to design a 3-D model of a god, weapon, or any type of image and create an advertisement on its purpose. The technology program at Coulwood is great, and I am so grateful to have a solid relationship with our technology chair. He is already committed to

instructing these young men on the many aspects that technology offers. Even though we are a Title One school, our chair people really get great resources to expose our students to the 21st century.

Teaching and learning remain the core of our improvement efforts towards enhancing the instructional process and our student achievement outcomes. Our Safe Schools Emergency Plan is comprehensive, and we have regular drills to ensure that our students and staff are safe under all circumstances. Our security associate and BMTs provide excellent support in monitoring student movement in the school and share feedback with teachers and administrators. We have consistently received high scores on the CMS Safe School Audits, which are conducted by district security staff. The climate at Coulwood is open and inviting. We are establishing strong partnerships with businesses and volunteers to help support our academic and extracurricular programs. Five churches have come together to create a faith-based partnership to volunteer and support our students and staff. Parents regularly visit classes, attend conferences and support our school. Staff communicates with parents through the use of student agendas, Connect Ed, e-mails, and websites as well as more traditional methods such as newsletters, daily phone calls and notes. I love the afternoon calls because it holds us accountable for contacting parents daily with positive and negative conversations; the best benefit is if more than one of us is having an issue with a student it gives us a chance as a team to get that parent on board with aiding us in getting their child to modify their attitudes or behaviors. This afternoon task has helped my team develop very close relationships with parents and it has really helped us in gaining needed information as well as the trust of the families.

Objectives

Unit goals of this curriculum in Social Studies are:

- 6. C&G.1.1 explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy). Beginning with Ancient Mesopotamia we will research King Hammurabi's Codes. As we study this unit we will develop an ongoing list of all of his 282 rules that were placed in full view of every citizen in Babylon. We will discuss the rules and punishments he established as ruler from 1792BC -1750BC. Ancient India's culture involves the Caste System and its regulations on marriage, status and jobs. This will open up discussions on the pyramid in India and its unfairness. Ancient Egypt brings us to the many gods the Egyptians believed in and the power of each according to their status. Ancient China introduces the Feudal System and then empires. Ancient Greeks and Romans will take us deeper into the gods, powers and belief systems. Students will be able to compare and contrast each governmental system to our system today. Students will be required to locate unfair treatment in each civilization and select a UNDHR amendment that ratifies how it is unfair.
- 6. C&G.1.2 summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles). Students will be able to dissect each type of government and make a connection to religion and show changes in governmental decisions regarding religion today.

- 6. C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.

Students will be able to list the civilizations of Mesopotamia, India, Egypt, China and the Greeks and Romans and will investigate each group and their responsibilities in relation to their citizens.

- 6 .C&G.1.4 Compare the role (e.g., maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g., need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.

Students will be able to identify at least 4 laws and punishments of each civilization and list on our class chart the changes the civilizations made and if the changes were beneficial and why.

Unit goals for Language Arts/ Reading are:

- R1 6.6- identify point of view and perspective. Using this goal, we will write from the leader's point of view verses the citizen's point of view on why the rules were fair or unfair.

Students will be able to write a speech from the leader's perspective to support their reasons for the laws and punishments they abide by.

- R1 6.2 –identify main ideas of texts. Using Percy Jackson, we will select major acts of injustice in each chapter and create a solution to the treatment

Students will be able to provide documentation of how Percy's education was being jeopardized due to his disabilities.

- R1 6.8- trace an argument. Does Percy have ADHD or not? We will develop an argument and prove our reasoning for agreeing or not. We will design a 3-D model that represents Percy and create an advertisement to promote awareness of Percy's diagnosis.

Students will be able to present a dialogue as Percy stating whether he believes he has ADHD or not.

By the end of this unit, students should be able to:

- Summarize the 30 articles of the UNDHR in a 6th grade sentence
- Read and comprehend a novel and identify human rights issues and violations
- List pros and cons of vocational courses in middle school
- Argue for equal rights for all humankind
- Explain how government could better meet the needs of all humankind
- Present a biography of how some disabilities can become gifts through the right types of education

Content Research

In learning about Human Rights, I hope to use the UNDHR 30 articles and reference them to the Percy Jackson novel. I aim to have my students read and dissect each UNDHR article and write in a 6th grade sentence what each article means. The students should be able to summarize the articles. Students will be placed in groups and assigned specific articles to dissect and give examples of. In using the Percy Jackson novel, students will select actual incidents from the

novel and relate it to the UNDHR articles they are assigned. Since Percy Jackson is our major novel, we will analyze each chapter in reference to the Ancient Greek gods, mythology and the UNDHR articles.

Our units of study focus mainly on Ancient Civilizations. We usually use this order each year: 1) pre- humans 2) Ancient Mesopotamia 3) Ancient India 4) Ancient Egypt 5) Ancient China 6) Ancient Africa 7) Ancient Greeks 8) Ancient Romans 9) Ancient Persia 10) Middle Ages and 11) Renaissance. Throughout the units we will focus on the rights, laws, and freedoms that each civilization had and use the UNDHR articles to see how each civilization misused their power by denying specific groups their human rights. Resources to aid in this process include the book *I Have the Right to Be a Child* written by Alain Serres. This picture book displays a picture of the different articles from the UNDHR. If needed I can add the 5 themes of Social Studies – Geography, Government, Sociology/Culture, History, and Economy -- and we could break down the makeup of each civilization and the why and how they had specific rules, laws, punishments for each group of people. Even though we study many civilizations we will only use the civilizations of Ancient Mesopotamia, Ancient Greek and Ancient Rome since they are the most compatible in relation to Percy Jackson.

The novel dwells on Ancient gods and their powers, the status of power and the abuse of specific groups. We will discuss the definition of human rights. Webster's defines human rights as: "rights (such as freedom from unlawful imprisonment, torture, and execution) regarded as belonging fundamentally to all persons; a basic right (such as the right to be treated well or the right to vote) that many societies believe every person should have." Analyzing this definition, I aim to use Percy's life as a diagram on how many ways he saw injustice. Sometimes being mistreated can have a negative impact on our minds, bodies and souls. My students may display emotional, physical and other types of pains injustice causes using the outline of a body. This could be used in King Hammurabi's reign since his laws and punishments involved actual damage to the body. As we discuss and diagram the charts, I will use Eleanor Roosevelt's quote

Where, after all, do universal rights begin? In places, close to home so close and so small that cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman and child seek equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the large world.

Eleanor Roosevelt, *The Great Question* (NY: United Nations, 1958).¹

This quote will be an introduction to our writing activities. Using Mrs. Roosevelt's quote and the UNDHR articles, my students could list the injustices they see in their neighborhood, our city, our state, and eventually our country. We could even divide our facts into categories such as age, race, family status, education, and even residency. Using the Oxford Public International Law, we will examine several court cases and use the UNDHR articles to determine which human rights were violated in the case. I would assign each group a specific country and have them locate the country to see what rights were violated and what the outcome was. This activity can also lead to extensive writing, discussions, and help with their final project.

Using the Greek history as part of the Curriculum Unit will give them a better insight of power. Most of my students are black and Hispanic. I am honored to have such a group and having the challenge of teaching them about human rights. My young men can relate to how society is not giving them the same rights as other groups; this is why this curriculum unit is so special to me. I want my young men to know their rights, learn them, use them and be able to stand up for themselves when needed. I want them to come up with ways we can make our society see them as important as people of other races and abilities. As ambassadors they will aim to write to our government and our school board on how to get their voices heard on better rights for students with ADHD and students of color. Many of our students come from a single-parent household and having a novel that relates to them in that way can keep their attention. With so much negative treatment of people of color in the media from police abuse of black people to deportation of Hispanics, this is why the novel *Percy Jackson and the Lightning Thief* is a great selection.

Most high schools have participated in vocational education since 1992. Almost all high school students who took at least one vocational course graduated. The NAVE calculated that students who take vocational courses and move to a higher education in vocational training had higher earnings if they entered training related jobs. Students with disabilities are more likely to participate in vocational courses than other students. Research also shows that students in lower socioeconomic quarters participated more in vocational courses. The Perkins Act of 1990 is trying to improve the quality of academic and vocational education is encouraging secondary and postsecondary institutions to integrate vocational courses into the curriculum. Vocational education provides a broad range of activities ranging from general labor market, consumer and homemaking coursework to school and work-based experiences. The research also shows that there has been a decline in vocational offerings in high schools, but efforts are in the works to reform vocational education.ⁱⁱ

Vocational education can incorporate key middle school concepts in the following ways:

- Make exploration of life's work an integral part of the middle school core for learning to live and work in a culturally diverse world.
- Reflect developmental needs by helping students recognize their interests, aptitudes, and abilities in age- and stage-appropriate ways.
- Integrate vocational and academic education to promote intellectual development since "No real-world concepts, problems, or issues fit neatly into the jurisdiction of a single academic or vocational department".
- Assist with development of social skills, personal values, and self-esteem through home economics/family life courses and the activities of vocational student organizations.

Future Options Education (FOE) is a program emphasizing dropout prevention and development of work-related basic skills (Brandeis University 1992). It offers activities that introduce students to the world of work, providing career information that is age and stage appropriate and involving middle schoolers in job shadowing, monitored work experience, PR apprenticeship, entrepreneurship, and community and neighborhood service. A key element of FOE is

personalized attention from a support system of adults, including parents; school personnel who act as advisors, brokers, troubleshooters, or behavior modifiers; and community/business mentors. New Bern-Craven County Schools in North Carolina adapted the BASICS integrated curriculum package for its middle schools ("Vocational Education in Middle Schools" 1990). The premise of BASICS is that academic skills are embedded in vocational tasks and vocational tasks provide a real-world context for academic skills. New Bern middle schoolers rotate through three career exploration labs that are team taught. In each lab, career exploration and employability skills competencies are correlated with math, science, social studies, communication, art/music, physical education, and guidance. Another integration example is ACT (Applied academics, Career exploration, Technological literacy), jointly developed by 40 Illinois middle/junior high teachers (ibid.). Students learn academic subjects and explore career opportunities in the community by studying local hospitals, restaurants, and other enterprises. Through interdisciplinary themes relevant to student interests, ACT introduces students to the range of careers, enables application of academic skills, and integrates the study of technology.

A crucial factor in the formation of vocational identity is self-esteem. McDonald and Jessell (1992) found that those seventh and eighth graders who believed a variety of careers were possible for themselves had high self-esteem, could assess complex career information, and were primarily female, of middle to high socioeconomic status, and from two-parent families. Although boys thought most jobs were appropriate for either sex, 75% were unwilling to make nontraditional choices for themselves (ibid.). Although females appear more open to nontraditional careers at this age, middle school girls begin to feel the effects of gender bias on their aspirations (Silverman and Pritchard 1994). These findings suggest that middle school students need to learn to think about the future; recognize their responsibility for educational planning; broaden their aspirations beyond the stereotypes of gender, ethnicity, and socioeconomic level; develop and maintain self-esteem; develop cognitive complexity (essential for the knowledge work of the future); have parental support for career choices; understand how school relates to future life roles; and recognize the broad scope of work in the 21st century. ⁱⁱⁱ

In reading and discussing Percy Jackson this novel shows a great relation to our society today. Sometimes if you are different the world does not always support you. The articles in UNDHR will be great evidence of how every person no matter the age deserves support and a fair chance. Vocational schools will give students of low economic status, single parent households, learning disabilities and students who just do not want to go to a four-year college an opportunity. Starting our students early in middle school gives them an introduction to careers that involve using their hands, and not just focusing on reading and writing. By using the UNDHR articles we will be able to locate any injustices and be ready and able to discuss a solution. We will use the kid friendly version using the link www.eycb.coe.int/compasito/chapter_6/pdf/1pdf. We will then use the link <https://www.amnesty.org.uk/files/2017-10/LearningaboutHumanRightsinthePrimarySchool>

Instructional Methods and Teaching Strategies

The major questions I want my students to be able to answer are:

- What human rights belong to children and teens?
- What is the UNDHR and its importance?
- Using *Percy Jackson and the Lightning Thief*, how can you identify and analyze human rights violations?
- How can our school system be more proactive to ensure them the best education?

Cornell Notes- students will be given specific UNDHR articles and they are required to write a question as it relates to the not

Body Image- students are required to analyze Percy's life and display it on a body image outline. The students will trace a group member's body outline and label areas on the outline of how Percy was mistreated mentally, physically and emotionally.

Writing reflection- students will be required to write in their journals not only on specific topics given each day but also on the activities completed in class. The major one we will focus on is the body image. Students will use Percy's examples and design a personal image in their journals and reflect on any of their mistreatment. The Thor versus Hulk clip will also be a time of journal writing and reflecting on powers of specific groups.

Charts/mask of gods- students will identify specific gods in the novel and list their powers. Students will design a mask of the god and explain how their life is related to the mask, what do they have in common with the god or any particular character in the novel.

Our Olympics- students will create their very own outdoor Olympic game that will be presented in our own version of the Olympics. Students will use materials such as kick balls, basketballs, jump ropes, soccer balls, Frisbees, pool noodles, hula hoops, and the track. Groups will be given the materials and they have to design the event, name it, list rules, and procedures and create first, second and third place ribbons.

We are Ambassadors- students will select an ambassador from each group in class. The ambassador will advocate for Percy and others in the novel that are treated unfairly. This will lead up to the groups advocating for themselves in our school system. Students will write letters that will be mailed (optional) to our school board, then our country officials, then state and finally our country officials to hear their opinions on equal opportunities for all beginning in middle school. Students will try to persuade our officials to offer trade/vocational classes in middle school because all students are not preparing to enter the four-year college plan. Many have disabilities that are really gifts that are being considered misbehaviors in a regular setting.

Debating Laws of the Past- students will list rules from the civilization Mesopotamia and develop an opinion on why King Hammurabi decided to rule this way. Students will have to select a side to be on- with King Hammurabi or against him. They have to show evidence of why the rules he created along with the punishments were agreeable or why they are disagreeable. We will have a short debate on specific rules that I will select. Students that have chosen to agree

have to prove why they agree with the rule and punishment I select no matter what it is and students who disagree have to prove why they disagree. The students will have a difficult time because they will only be introduced to a limited number of King Hammurabi's laws, they will not have seen them all. This makes the debate a challenge because no matter what they cannot change their selected opinion.

Debating gods of Ancient Greece and Ancient Rome- Students will select the top 5 gods from each civilization and place them in order of importance. They will also write a comparison of the gods and try to relate to one of the gods. Students will describe the powers of the god they selected and if they had that power how would they use it in today's society. Groups will come to a final listing of the gods after all students have designed their list. The groups have to decide on one final rating of the gods and which god they all can relate to and why. They will sum up the power of that god and in no more than five sentences debate why their selected god would be the best for our society today in helping all people and not just certain groups.

3- D – students will be given the opportunity to design a 3-D object from the Percy novel. They will present their object and explain what it is and how the object relates to them. Students will use this lesson to show how trade/vocational classes in middle school are in demand because in a regular public school 3-D printing is not available.

Think Pair Share- students will use this technique as they complete their vocabulary maps

Quick Writes- this activity is used a lot in my classroom. I set my timer for 2 minutes and students write non-stop on a topic given. With this unit I will give specific scenarios using Mesopotamia laws, Greece and Roman powers and vocabulary.

Gallery Walk- student's 3-D models will be put on display and administration; other colleagues and classes will be invited to view the student's models. I have done this before and it usually involves two steps, one groups walk through and write what they think is going on, the second time they visit students place their written explanation beside their item.

Oral Speech- all groups will have their ambassador present a persuasive speech that advocates for trade/vocational classes to begin in middle school and continue into high school. According to the UNDHR education is a given right and all students need to be educated in different ways using different techniques and assessments

Assessments- all students test in Mastery Connect and the final assessment will focus on Percy and his journey – identify specific UNDHR articles – matching human rights vocabulary-the major assessment will be students presenting to the staff members their proposal for trade/vocational classes beginning in middle school using their wanted posters as

Key Words

Students will be introduced to the key words first, including: dignity, equality, freedom, rights, values, respect, violation, justice and human. They will also be responsible for using these words as their guide in designing a PowerPoint with quotes related to human rights. In

their PowerPoint they will answer the question, how does all of this fit into our journey on human rights for all? Students will be given a list of vocabulary terms that they will define, illustrate and use in their letters to our officials.

- Dignity
- Equality
- Freedom
- Rights
- Violations
- Justice
- Power
- Abuse
- Neglect
- Education
- Discrimination
- Due process
- Ratify
- Legal
- Liberty
- Citizen

Wanted Posters

Side One of the Wanted Poster will highlight the disabilities that the world sees as reasons to why this child will not succeed. Side Two will highlight the abilities that the right education can take these disabilities and ensure a better chance of success. Students will be given the choice to list any labeled disabilities or learning disabilities they or others are labeled with in CMS. Students will research and design a poster side that lists the negative ties to disabilities and how most disabilities are labeled as failures. Students will research how disabilities can be transformed into abilities or gifts and design the other side of the poster with positive of vocational/trade skills that many middle school students are being denied in CMS. Students will dress professionally and present their research and posters to our staff who will represent our school board. The students will need to persuade the board to vote for vocational/trade school opportunities to begin in middle school. This activity is optional for all students.

The goal for the students will be to show the school board how engaging in trades or vocational courses can stimulate various learning abilities that regular classes cannot. The wanted poster will have two sides. One side will list traits of learning disabilities, social economic status, parent ratio and any other “world” negatives that are considered to lead down a road to failure. The other side will list the positives of learning a trade and include traits of positive contributions to society. They will select an ambassador to advocate for all rights throughout the novel while at the same time select instances and write a situation that relates to them. The ultimate goal is to have the students present their Wanted posters to Coulwood administrative team, teachers, teacher assistants and other staff members. This group will represent our school board and will listen to the ambassador’s presentation but no matter what will deny their request for trade/vocational schools. The students will revisit their posters and have two sides one listing their labeled disabilities and one with their gifts and talents. They will be given a second chance to present to the team that represents the school board to get an okay for trade/vocational school.

Hero’s Journey

My students will be introduced to an awesome video found on this website <https://www.youtube.com/watch?v=Hhk4N9A0oCA>. This video introduces what a hero is. From this video they will see that anyone can be a hero to others and that they are needed now to be heroes for themselves and the future. I want my students to design their own slide show of at least one hero and their journey. Using the Prezi as another resource

<https://prezi.com/dvrnmybn-wev/heros-journey-the-lightning-thief/> students will see various stages heroes usually go through, and this Prezi breaks down all the stages Percy goes through.

Anchor Text

Reading *Percy Jackson and the Lightning Thief* will be a big part of the unit. If books are not available, we will use the audio version of Percy Jackson:

<https://www.youtube.com/watch?v=2PheXkj3meQ>. In using these two techniques, I want my students to see how what the world calls your disabilities does not mean they need to feel less than students who do not have disabilities because they can see Percy as a role model for how to venture on in life no matter the odds.

With every unit we have four basic topics that have questions we always answer:

- 1) People and Beliefs: What groups of people are involved-what do they believe-what do they want?
- 2) Choices: How do these individuals or groups go about getting what they want? What worked or didn't work, and why?
- 3) Lessons Learned: What can be learned from the choices of individuals or groups?
- 4) Connections: What does it remind you of? What does it mean to you?

My students will be familiar with these questions because we do them with every unit of study. So, using them in the human rights unit will be an easy way to get them to discuss groups or individuals and the importance of human rights. We will use our answers in our Literacy Circles and in our daily journal writing.

Journaling

Each day students will be given a specific challenge in Percy's world. The students will be responsible for writing how Percy handled the challenge, and if they can relate to his challenge, how did they handle it. If they cannot relate, they will write a positive way to deal with challenges.

While students write about their personal responses in their journals, I will share my personal fights with being treated unfairly and how I have been hurt by words when I was younger and how my brother who was diagnosed as EC was saved by the Vocational Training School. This is the best way I know to show my students that I do care; sharing personal and hurtful situations will show them that I have overcome similar obstacles they may face and that I can relate, especially in relation to how my brother took his disabilities and made them into abilities.

I will ask my students about their future and where do they see themselves in ten years. I know that most of them want to become business owners. This is where our study of the UNDHR comes into play. My students will use their education rights to hopefully persuade leaders of our schools, state, county and hopefully country to invest in their middle school idea of trade or vocational classes. As a citizen of the United States they

know from the UNDHR they have educational rights that are not being fulfilled. Becoming ambassadors to advocate through the life of Percy will be a long journey but one worth taking.

Timeline for Implementation

Day One Lesson

We will create a diagram using the word POWER. We will view the film clip of Hulk versus Thor from *Thor: Ragnarok*, and discuss how this clip relates to POWER. Students will write words, sentences, phrases that relate to POWER on our diagram. I will then introduce the term human rights and have students write their own definition of human rights. Secondly, I will introduce the *Universal Declaration of Human Rights* give students a copy of the articles 1-30. Have students discuss the rights in their groups. Using the Percy Jackson novel students will list right that is violated in the novel. Each group is responsible for reading a specific chapter and locating what rights were violated and list the rights in their journal. All students will have a composition book that will be turned into a daily journal for writing and research. The Human Rights articles will be glued in their notebook for quick reference.

Day Two Lesson

Discussing Eleanor Roosevelt's quote students will design a group definition of human rights and locate 4 quotes relating to human rights and specify who is responsible for this quote. Using Percy Jackson novel students will discuss what an ambassador is and plan a way to advocate for Percy and past civilizations including Ancient Mesopotamia- King Hammurabi Ancient Greece- their gods levels of power and Ancient Rome- gods levels of power

Day Three Lesson

Using Percy and his emotional status students will outline a large body image and identify parts of the body that are affected by abuse. Students will focus on emotional, physical, and verbal abuse. As they read Percy Jackson, they will list in their journals who hurt or violated Percy's rights, was it physical, emotional or verbal. After students collaborate on the hurt or violation, they will add it to their body image. Beside the violation they will list what article in the UDHR is being violated.

Day Four Lesson

Students will continue reading and listing rights violated in Percy Jackson in accordance to the UDHR. Students will devise a vocabulary list of our targeted vocabulary terms that relate to human rights and begin writing an advertisement in relation to gaining equal rights for Percy and others who are violated in the novel. Students will select a top leader in their group who will devise a speech that relates to human rights and each group member will support their selected ambassador with related proof of violated rights

Day Five Lesson

Students will discuss Percy's disabilities as labeled by the government. Students will list disabilities they know exist in children in relation to it being a learning disability that could result in an IEP, 504, BEP or BIP. Students will list these disabilities in their journals and discuss what a disability is, can we turn this disability into a gift or not? How did Percy become a hero instead of what he saw himself as in terms of his disabilities? How are our public schools not meeting your needs due to your labeled disability? How can a different type of learning environment bring out abilities instead of focusing on disabilities?

Day Six Lesson

Students will review the scene of Thor versus the Hulk and begin their journey of how power is divided among people and gods of specific civilizations. The first being Ancient Mesopotamia-King Hammurabi and his Codes how were they fair or unfair and why? The Ancient Greeks how was power divided among the gods and was it fair or unfair and finally the Ancient Romans, how was power divided among the gods and was it fair or unfair.

Day Seven Lesson

During our Literacy Circle students will be responsible for answering our four questions we use for every unit we study. These questions will be answered for any group of study- Percy's world, Mesopotamia, Greece or Rome. To challenge them how can these questions be answered in our world today?

Day Eight Lesson

Students will present their ambassador presentations and have the option of mailing letters to our school board to promote better choices in middle school for occupations. How can middle schools offer vocational classes to all students who waver towards a trade instead of college? The next step would be to mail letters to our county commissioners and then state and finally our Presidential leaders. We will also have a small group of teachers, administrators and if possible, parents who will sit and listen to the ambassador's speech on the benefits of vocational/trade education beginning at the middle school level. Students will try to persuade our "School Board" to vote yes for vocational/trade education in middle school through their speeches.

Day Nine Lesson

Students will participate in an outdoor Greek Olympics field of events. The students will research the Olympics and their groups will each design an outdoor event with the rules, procedures and create first, second and third place ribbons for their events. Student will be required to include vocational uses in their games. For example, we have a 3-D printer they can make the medals or come up with an idea on how the 3-D printer can be used. We have drones, video recorders and computers so they will be responsible for devising a way to use this equipment and other ideas that relate to vocational and trade classes.

Day Ten Lesson

Students will be given the opportunity to present their personal stories on how a character from *Percy Jackson* relates to them. The groups will also design a 3-D object that relates to Percy and explain how the object relates. In turn they will include opinions on how the trade or vocational classes in middle school fit into their journey of studying Percy and his overcoming his disability and using it as a gift. They will write a proposal of what classes should be ordered, design a daily schedule of the times the classes will meet and what criteria will be used to admit students into the vocational classes. On the final day they should have completed their wanted posters that display

Chapter questions from *Percy Jackson*- As a class we will read each chapter together. We will discuss the daily chart and students will volunteer to write on the chart. Students will be given chapter questions for each chapter we read, such as the following:

CHAPTER ONE:

- Describe Yancy Academy
- Percy and Mrs. Dobbs relationship can be described as.
- Explain Percy's past experiences on field trips.
- What did you learn about Percy's home life?
- Who was Kronos and what happened to him after the gods defeated him?
- Why does Percy get angry at Mr. Brunner?
- Define envy.
- Define immortal.
- Define dyslexia and explain how this could be a disadvantage in school.
- What do you think half-blood means?
- Identify any injustices characters face.

CHAPTER TWO:

- Define hallucination.
- Define glumly.
- List a teacher you really wanted to do well for, tell why this teacher had your respect.
- Why does Percy think the entire school is playing a trick on him?
- What is so important about the Latin class that makes Percy keep trying?
- Describe Percy and Grover's relationship.
- How does Percy say he is different from other students at Yancy Academy?
- What does Percy think the yarn-cutting is?
- Define reconciliation.
- Identify any injustices any character faces.

CHAPTER THREE:

- What does Grover leave at the gas station?
- Why is Montauk special to Percy's mom?
- List adjectives that describe Percy.
- According to the introduction what can we predict about this chapter?

- List words we could use to replace Percy's stepfather to change Percy's feelings towards him.
- What could be the theme for this chapter?
- Explain how Percy's mom could be a hero.
- Create a chart that displays characteristics of ADHD.
- List any injustices any character faces.

CHAPTER FOUR:

- How is Grover insulted by Percy?
- Describe the car incident.
- The monster - describe how this scene affects Percy.
- You are Gabe what would your words be to Percy after he tells you about the Camaro incident?
- Explain what the pretty girl means when she says he must be the one?
- List challenges Percy faces in this chapter.
- List any injustices any character faces.
- List any changes you notice in Percy from the beginning of the novel until this chapter.

Appendix 1: Implementing Teaching Standards

6. C&G.1.1 explain the origins and structures of various governmental systems

6. C&G.1.2 summarize the ideas that shaped political thought in various civilizations, societies and regions

R1 6.6- identify point of view and perspective

R1 6.2 –identify main ideas of texts

R1 6.8- trace an argument

Classroom Resources:

Bringing Human Rights to Life-Teachers Guide-

This teachers guide will be used to teach the UNDHR amendments throughout the entire unit

Riordan, Rick. (2005). *Percy Jackson and The Lightning Thief*. New York: Hyperion Books for Children.

The paper book version will be our classroom resource as we read chapters together.

<https://unfoundation.org/blog/post/10-inspiring-eleanor-roosevelt-quotes/>

Using several of Mrs. Eleanor Roosevelt's quotes from this website will be our guide to dissecting what the quotes mean and how do they relate to human rights.

<https://www.youtube.com/watch?v=2PheXkj3meQ>¹²

The audio version of the Percy Jackson novel will be used for my students with modifications. They will be able to listen to the novel on days that I do not read with them.

<https://www.youtube.com/watch?v=Hhk4N9A0oCA>

Using this video on what makes a hero will help students locate character traits. They will continue to view the video during our readings to help develop detail examples of who is considered a hero.

NEWSLA March 24, 2017- Joseph Campbell. A Hero lgnavigators.weebly.com/.../lib-convo-joseph-campbell-the-heros-journey-27956-arti...

As one of the greatest mythology writers Mr. Campbell will be shown as an example of the traits he possesses and why he is called a hero.

<https://prezi.com/dvrnmybn-wev/heros-journey-the-lightning-thief/>

The Prezi will be used to display Percy's journey as a hero in the novel and his character traits he possesses. Students will select traits that relate to them also.

http://www.softschools.com/quizzes/childrens_books/the_lightning_thief/quiz8814.html

Quiz time will be done by using this website to locate questions for our Mastery Connect quiz.

Thor vs Hulk - Fight Scene - The Avengers (2012) Movie Clip HD

<https://www.youtube.com/watch?v=SLD9xzJ4oeU> Jan 22, 2017 The introduction of power will be the reason for this video clip to enhance how power was needed to obtain and keep human rights.

The Learning Toolbox - Cornell Notes coe.jmu.edu/learningtoolbox/cornellnotes.html

Creating Cornell Notes from each chapter will be an activity and this link will be the tool for teaching Cornell Notes and also to use with vocabulary

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Serres, A., Fronty, A. and Mixter, H. “I Have The Right To Be A Child.” (2009) Groundwood.

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<https://www.youtube.com/watch?v=2PheXkj3meQ>

Endnotes

ⁱ <https://unfoundation.org/blog/post/10-inspiring-eleanor-roosevelt-quotes/>

ⁱⁱ <https://nces.ed.gov/pubs/web/95024-3.asp>

ⁱⁱⁱ <https://www.ericdigests.org/1995-2/middle.htm>