Dear Educator,

We believe that education is a call to action and that every student has the potential and responsibility to make a difference in this world. **One Clip at a Time** is giving students the resources to do just that by using the lessons learned through the “Paper Clips Project,” started in Whitwell, Tennessee, to empower and inspire students to be positive changes in their own classrooms and communities.

**What is the Paper Clips Project?**

In 1998, something amazing happened in the town of Whitwell, a small rural community of fewer than 2,000 people nestled in the mountains of Tennessee. Whitwell Middle School principal Linda Hooper asked language arts teacher Sandra Roberts and associate principal David Smith to begin a Holocaust education class that would be the basis for teaching tolerance and diversity in a voluntary after-school program. When the students, mostly white and Christian, struggled to grasp the concept and enormity of the six million Jews who died during the Holocaust, they decided to collect six million paper clips – one for each soul who perished.

Why paper clips? The students’ research found that Norwegians wore paper clips as a silent protest and symbol of resistance against Nazi occupation during World War II. It was this simple idea that eventually, and quite unintentionally, turned into a worldwide phenomenon, drawing international media attention and letters of support from literally every continent. The “Paper Clips Project” extended over several years and in 2001 the school dedicated a Children’s Holocaust Memorial, which includes an authentic German railcar filled with a portion of the more than thirty million paper clips they eventually collected. A moving documentary, entitled *Paper Clips* and originally released theatrically in 2004, captures how these students responded to lessons about the Holocaust and how a committed group of children and educators provided hope and inspiration to countless others around the globe.

This free educational kit was created in partnership with the staff of Whitwell Middle School and uses the award-winning *Paper Clips* documentary to help students examine the subjects of prejudice and stereotyping in order to find ways to promote justice and understanding. We think you will find this curriculum easy to navigate, exciting to teach and motivating for your students.

Additionally, we encourage you to explore the additional resources available on our web site at [www.oneclipatatime.org](http://www.oneclipatatime.org) and to share your experiences, ideas and success stories with others across the country. With your help we know we can change the world…one class at a time.

Sincerely,

**Alison G. Lebovitz**

Alison G. Lebovitz
President
Materials Included

5 One-Hour Lesson Plans
PowerPoint Presentation with Background Information
Sample Parent Letter
Service Learning Extensions
T-shirt Template
“One Act at a Time” Recognition Template
Action Plan Guide Template
12 Photographs & 6 Bios
Approximately 200 Paper Clips
Paper Clips Film (DVD Format)

Additional Materials Needed:

TV or Projector
DVD Player
Post-It Notes
Dictionary
White Board or Chalk Board
Chart Paper
Student Journals (Available upon request)
Markers, Fabric Crayons & Drawing Paper
(If t-shirt designs will be transferred onto fabric t-shirts)
*We suggest that teachers send a letter to parents before starting this curriculum. Including the family in this process will be important to its success.

SAMPLE LETTER FOR PARENTS

Dear Parents,

Our students will soon be engaged in an exciting curriculum called “One Clip at a Time.” This is a program inspired by the *Paper Clips* documentary and project started in Whitwell, Tennessee. In this small rural town of 1,600 people, a group of dedicated students turned a voluntary after-school class on the Holocaust into a project that would forever change the culture of that community and simultaneously inspire countless others around the world. This program is designed to inspire and empower our own students to make positive changes in their own classrooms and communities.

This curriculum will help students examine the subjects of prejudice and stereotyping in order to find ways to promote justice and understanding. It will give students the opportunity to identify local issues and to create concrete action plans that will help them make positive changes. Most importantly, it will inspire and empower students to become not only socially aware, but also socially active as they begin to examine their individual roles and responsibilities in our society. If you have any questions about this or want to join us in class one day, please do not hesitate to contact me!

Best Regards,

TEACHER NAME
LESSON ONE: “Everything Starts With a Simple Idea”

Objectives:

- To introduce the concept of change and the idea that individuals can make a positive difference in this world
- To introduce concepts of tolerance and prejudice

Activity:

Hand out a paper clip and a student journal to each student (it will be his/her responsibility to keep up with these). The student journals can be journals that the students already use in class or ones provided by One Clip at a Time upon request. These journals will be used to help students record feelings, insights, questions and discoveries throughout the week. It is important for the teacher to frequently review these journals.

Writing Assignment (Give students about 2 minutes to write about this):

1. What comes to mind when you see this paper clip? What do you think about?
2. What is it made of? Describe what you see.
3. What have you ever seen a paper clip do?

After they have completed this writing assignment, go around the room and share answers. Ask why each student chose that particular paper clip (if they are different). Did they know that paper clips were once associated with the Holocaust? Before showing Clip 1, have students create the following “T chart” in their journals and the teacher can create one on the board:

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<th>see</th>
<th>hear</th>
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As they watch the first clip, have them write down what they see or hear about **Whitwell or the Holocaust**. Also, as they watch, have them think of their paper clip as a symbol, and consider what the people in this film are doing with it and why they are doing it. Have them think about the following questions while they are watching the clip: What do you learn about the town of Whitwell from this clip? Why did this school choose to study the Holocaust? What do you know about in your own school or community that you and a group of friends or classmates could do something about? How could you make a difference?

**Show Clip 1** (running time: **10 minutes**)

**Clip 1** (Ends at 10:10): Background on Whitwell and Holocaust Project; tolerance and diversity: what happens when intolerance reigns and prejudice goes unchecked? Treat everybody exactly like you want to be treated; Holocaust – Hitler murdered six million people; idea from paper clips came from idea of “What is six million?” Norway background; letter campaign to collect paper clips; letters from famous people; Tom Bosley reading the letter.

**Seminar:**

- What did you write down in your T-charts?
- What does the word “prejudice” mean to you?
- How did they describe the town of Whitwell in the film? Does it sound like a place that can make a difference in this world? Do they have needs of their own? Are those needs being met?
- Holocaust key words to discuss: concentration camp, Adolf Hitler, ghetto, extermination.

**Activity: (last 10 minutes of class)**

- Discuss differences between Service Learning and Community Service: Service Learning links academic study with community and fosters learning about larger social issues. Service Learning proposes “service” in terms of social, economic, or educational justice instead of “charity.” Community Service does not typically include an academic component, nor is it typically viewed as a framework or philosophy.
➢ Hand out a copy of the following Action Plan Guide to each student (the guide can also be found on the CD). Ask students to consider this planning template as they reflect on their own community and consider what ideas, situations, challenges, or basic needs might be a call to action for them. Have them write about those things in their journals and what they could do to make a difference.

➢ After they write, have the class share their ideas. Create a list on the board of all unique ideas generated by the class and group into categories for Lesson Two. These ideas will become the beginning of their Action Plans.
Action Plan Guide

1. What is your goal?

2. Why is this your goal?

3. What information do you need to achieve your goal?

4. What obstacle(s) would prevent you from reaching this goal?

5. Who will work on the planning team? Who should be responsible for making sure the goal is achieved?

6. What resources are available? What resources do you need? (Financial, human, etc.)

7. What would success in achieving this goal look like?

8. What must be done to achieve your goal? (List each action in the order you plan to do it.)

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Holocaust: Background Information

(A PowerPoint on the Holocaust is included on the CD as background material.)

We know that teaching the Holocaust is a challenge of awesome proportions. The Holocaust must be brought into classrooms so students can learn to analyze the hatred and bigotry that can lead to genocide, but it is a complex subject that must be taught with sensitivity. It is very important that teachers be knowledgeable about its history and approach teaching with precise language. It is not advisable to teach the Holocaust in a sentimental, sensational perspective, but to teach it in a factual, straightforward manner. We need to show the history’s complexity as is age-appropriate and allow the students to draw their own conclusions about the lessons learned.

Obviously this is a summary description of precisely what the Holocaust is. Entire books are written on the subject, but we are trying to provide you with a graspable overview to familiarize you with the topic.

The Holocaust defined
What does Webster’s Dictionary define the Holocaust as?

ho·lo·caust \\
1: a sacrifice consumed by fire, 2: a thorough destruction, especially by fire. (i.e. a nuclear holocaust) 3: a often capitalized: the mass slaughter of European civilians and especially Jews by the Nazis during World War II -- usually used with the b: a mass slaughter of people; especially genocide.

The first two definitions explain the meaning of the word. The third shows that it has become a proper noun in the English language. So is that all there is to it? Of course not.

The Holocaust
The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. The Nazis, who came to power in Germany in January 1933, believed that Germans were “racially superior” and that the Jews, deemed “inferior,” were an alien threat to the so-called German racial community.
During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II. By 1945, the Germans and their collaborators killed nearly two out of every three European Jews as part of the “Final Solution,” the Nazi policy to murder the Jews of Europe. Although Jews, whom the Nazis deemed a priority danger to Germany, were the primary victims of Nazi racism, other victims included some 200,000 Roma (Gypsies). Also, at least 200,000 mentally or physically disabled patients, mainly Germans, living in institutional settings, were murdered in the so-called Euthanasia Program.

As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people. Between two and three million Soviet prisoners of war were murdered or died of starvation, disease, neglect, or maltreatment. The Germans targeted the non-Jewish Polish intelligentsia for killing, and deported millions of Polish and Soviet civilians for forced labor in Germany or in occupied Poland, where these individuals worked and often died under deplorable conditions. From the earliest years of the Nazi regime, German authorities persecuted homosexuals and others whose behavior did not match prescribed social norms. German police officials targeted thousands of political opponents (including Communists, Socialists, and trade unionists) and religious dissidents (such as Jehovah’s Witnesses). Many of these individuals died as a result of incarceration and maltreatment.

**Beyond the mere definition**

There are actually two main phases to the Holocaust, the period between 1933 and 1939, the Nazi rise, and the period between 1939 and 1945, the period of war, or more specifically, World War II. The first concentration camp opened in January 1933, when the Nazis came to power, and continued to run until the end of the war and the Third Reich: May 8, 1945.

The idea that the Holocaust represents 11 million lives that abruptly ended is a difficult concept, but this is an important point. The Holocaust was the extermination of people not for who they were but for what they were.
Groups such as the disabled, Gypsies, homosexuals, Jehovah's Witnesses, Catholics, Poles, Soviet prisoners of war, political dissidents and others were persecuted by the Nazis because of their religious/political beliefs, physical defects, or failure to fall into the “Aryan” ideal.

The Holocaust also shows something amazing: the strength of the human spirit. Prisoners survived because of their sheer will to live, unwilling to be broken by the oppression of the Nazis. Life for those in the camps is incomprehensible – the day in, day out, monotony of horror that grew into weeks, months, and even years. The fact that there were survivors shows that there is something in us that cannot be taken away no matter what, and that is a true testament to the human spirit.

**Yom HaShoah**

Known colloquially in Israel and abroad as Yom HaShoah and in English as "Holocaust Remembrance Day," this is a day of commemoration for the approximately six million Jews who perished in the Holocaust. In Israel, it is a national memorial day.
LESSON TWO: “The Power of One”

Objectives:

- To understand the nature and impact of prejudice and intolerance
- To accept differences and appreciate diversity
- To understand that our actions affect others and ourselves

Question Wall:

Use the first ten minutes of class to create your QUESTION WALL. You will need a large dedicated space, either a bulletin board or a large piece of foam core or poster board. Hand each student three or more Post-it notes. Tell the students we’re going to investigate what we learned in the last class a little further. What questions do you have? What do you want to know? Set the timer. No one should speak at all. When you have three questions (one on each Post-it note) silently put them on the Question Wall and then return to your seat. The teacher can put up questions too, like key terms to fill in the gaps. These questions will remain there for the duration of the curriculum.

- One way to sort these questions is to use center time or delegate a certain group of interested students to group them according to topic. Make sure each Post-it is visible, as the students will be putting answers on top of them throughout the week. Also, if there are duplicate ideas, those can be placed on top of each other.
- Another option is for the whole class to work together to answer the questions during the week.

Before clip: Have a discussion on the word stereotype – what does it mean? Is it a verb or a noun? Then have students open their journals and write down evidence of the word “stereotype” as they watch the clip.

Show Clip 2 (running time: 15 minutes)

Clip 2 (starts at 10:11, ends at 25:40): Images of Holocaust victims; propaganda; teachers’ viewpoints; quick to judge and quick to stereotype; changes teacher’s way of thinking and teaching; students really wanted to understand scope of Holocaust; first got shipment of 100,000 paper clips from one man in California, then hit a lull; would take ten years to collect six million at the rate
they were going; Peter & Dagmar Schroeder – journalists who push project forward; their friend, Lena Gitter, encouraged them to write about the project; came to the school; experience for students to meet Germans; “They came, they saw, they wrote”; Dita Smith with Washington Post soon heard about the project and wrote a story that was published on Passover; learned that Dayton, TN was only 20-30 miles North – famous Scopes Trial; KKK was founded 100 miles away; NBC Nightly News with Tom Brokaw story; then paper clips started coming in by the millions; before Washington Post story they had 150,000 paper clips; after the story, within six weeks had received more than twenty-four million paper clips; they counted them all, and 25,000 pieces of mail; suitcase arrives from Germany; described way the mail was sorted; loved the stamps; fill up a three-inch binder every two days; look at suitcase – letters addressed to Anne Frank (Diary of Anne Frank) from students in Germany; there are people in Chattanooga who don’t know where Whitwell is; most people are good, and when they see something good like this happening, they want to be a part of it; regardless of who we are or what we did, people are people; trying to break the stereotypes.

Seminar topics:

- Talk about the stereotypes we saw in the film.
- What did you think about the luggage and notes from Anne Frank? Why would someone send that?
- Why did all those people send in those paper clips?

Activity:

Ask students to take out the blank Action Plan Guide handed out in the last lesson and to complete it based on what they have seen of the film so far. Ask students to also reflect on the list of ideas generated during the last lesson and possible calls to action. Are there any additions to this list? Narrow the list if possible and then organize action groups. Remember that a “Call to Action” project implies there is someone in need. What do we know about this group or topic? Why do they need our assistance? What is it we can hope to change? What is the goal? Why is this the goal? Spend a few minutes divided into the groups and allow students to begin discussing ideas and opportunities for their action plans.
“One Act at a Time” Wall: (Last 5 minutes of class)

Finally, introduce a space that will be used to acknowledge “acts of kindness” the students perform throughout the week – the One Act at a Time Wall. Similar to the Question Wall, you can use a dedicated space in the classroom or you could use the hallway in the school so that all students can see it. You can also link each clip together and see how far your filmstrip can stretch. The purpose of this wall is to show students that change begins with simple acts of kindness. When a teacher (or another student) witnesses such an act, they can write this on a special One Act Clip and place it on the wall. For example:

Alex Miller picked up trash on the soccer field during practice today.

The clip should include the act and the person’s name. (Students should not write things about themselves, only about others.) Discuss the fact that even though the Action Plan ideas are important, change begins on a personal level and with the way we interact with each other and treat other people. Likewise, recognizing and acknowledging the kindness of others is just as important as acting kind. The teacher can end class by putting up the first clip acknowledging one of the students in the class.
LESSON THREE: “It’s Personal”

Objectives:

- To understand how personal lives are affected by day to day choices
- To understand discrimination and develop a sense of fairness and equity
- To recognize elements of prejudice in everyday life and think of ways to fight against intolerance and discrimination

As students come into class, immediately divide them into smaller groups of two or three people, depending on the size of the class (groups of two are ideal). Start class by looking at the “One Act” wall and reading off any new additions. Also, direct them to the newly organized Question Wall and read off some of those questions and see if there are already answers they can apply.

Activity
In journals, have students write down the definitions of “tolerance.” Share these definitions before watching the next clip.

Show Clip 3 (running time: 15 minutes)

Clip 3 (starts at 29:10, ends at 44:04): Holocaust survivor group from NY comes to Whitwell to speak; “I wish the whole world was like all of you”; future generations will have to learn about the Holocaust through the textbooks – survivors are the eyewitnesses who can tell us what took place; personalizes the Holocaust for the students and people of Whitwell; every survivor has a story; not enough paper or pens to write it all down; “No other place in the world where it would have been more appropriate to start this project”; survivors go to the school to see the project firsthand; important to tell these stories because there are people in the world who are denying it took place; “Came to U.S. in 1948 and have been the happiest ever – happiness makes me cry more than anything else”; can’t imagine one day being at home and the next day being shipped off to a concentration camp; the next time he says the Pledge of Allegiance he will think how glad he is that he lives in a free country – much more respectful of it; will pass it down; always remember and hopefully prevent it from happening again; learning from what they are teaching and teaching it to others – and that is the point; David – used to make racial remarks or slurs – has changed the way he thinks; doesn’t want his kids to grow up saying those things and saying ‘My Daddy said that’ – would be the worst thing they could say.
Activity: (20-25 minutes)

NOTE: For this activity you will need the six bios and 12 laminated photographs (bios are included in this tab and photographs are located in back pocket of binder). This exercise will center on stereotyping. The object is for students to base their opinions on someone purely on their physical appearance and then to discuss those perceptions and eventual discoveries.

We have included a series of 12 photographs (two of each person). Give each group (that was assigned at the beginning of class) a photo and have them immediately choose a recorder (someone to write down their findings). For instance, if you have 24 students, divide class into 12 groups of two students who will work as a team for the first part of this activity. Make sure that each photo you distribute is assigned to two different groups. If necessary, you can select only a few of the images to hand out.

(The common theme around these images is that each person has in some way made a significant difference in our world. Do not reveal this initially.)

Ask each group to look at the photograph and describe the person based on observable characteristics, such as age, clothing, gender, etc. Just by looking at this picture, have them create a possible biography about this person and encourage them to be creative. Questions they may want to consider:

- When do you think the person lived?
- What country or region do you associate with this person?
- What was this person doing when this photograph was taken?
- What can you tell about this person based on the clothes he/she is wearing? Facial expression? Surroundings?
- What other things do you think you know about this person just by looking at the photo?
After 5 minutes of discussion…

Merge the groups that share the same photograph and have them share their findings. Ask students to then draw the following Venn diagram (overlapping circles) in their journals (without the letters inside):

A = Observations the group can agree on based on their photo  
B = Important facts they learned about the person after reading the bio  
C = Common attributes between the two

After they have agreed on their shared observations based on the photo, they should fill those in on the left hand side of their diagrams. The combined group must now choose a reporter who will share their findings with the class. Ask each group to share their photos and findings with the entire class, choosing two or three facts that they assume about this person based on the photograph. After every group has shared their findings, hand each group copies of the bio on their person (one for each person in the group) that reveals the person’s true identity and background. Each group should then fill in important learned facts on the right hand side of their diagrams and shared attributes between the two sides in the middle section. After a few minutes, have the reporter from each group share their new findings with the class again. This time, they should note the two or three things they learned after reading the bio, indicating which of those they assumed correctly.
Group Seminar Questions:

1. Why did they assign certain descriptions to those pictures? Were these descriptions accurate?
2. Was the person immediately recognizable or were they surprised to find out their true identities?
3. What do some of these people have in common? What makes them different from each other?
4. Have they ever been in a situation where they were falsely stereotyped?
5. How did it make them feel?

Action Planning Continues! (Last 5 minutes of class)

Have we narrowed down our list? Have we decided on one project or multiple projects? How will this project broaden our understanding about larger social issues? How will we best utilize the students and resources that we have to make a real impact on something or someone we care about?
Albert Einstein

Born: March 14, 1879
Died: April 18, 1955

• Albert Einstein is one of the most notable and influential scientists of the 20th century.

• Although he became known as a genius of science, he was slow in learning to speak as a child and rebellious in school, which left many of his teachers to believe he would never amount to anything. His interest in science and math was inspired by a compass, his "sacred little geometry book," and classical music.

• His most famous discovery is the theory of relativity, $E=mc^2$. This theory overturned Isaac Newton's laws by explaining the relation of energy and mass as a consequence of space and time. It was first introduced in a three-page paper in 1905. So ahead of its time, the theory could not be proven until years later.

• Born in Germany and raised in the Jewish faith, Einstein strongly opposed injustices of race and religion. He helped out however he could. Einstein supported the American civil rights movement and efforts of the Zionist movement to preserve and cultivate the Jewish faith. He played an important role in setting up the Hebrew University of Israel.

• Albert Einstein was more than a world-famous scientist. His name and image have come to represent genius and intellect.
Rosa Parks

Born: February 14, 1919
Died: October 24, 2005

- Rosa Parks, the “mother of the civil rights movement,” was one of the most important citizens of the 20th century.

- Parks was a seamstress in Montgomery, Alabama when, in December of 1955, she refused to give up her seat on a city bus to a white passenger. The bus driver had her arrested. She was tried and convicted of violating a local ordinance.

- Her act sparked a citywide boycott of the bus system by blacks that lasted more than a year. The boycott raised an unknown clergyman named Martin Luther King, Jr., to national prominence and resulted in the U.S. Supreme Court decision outlawing segregation on city buses.

- Over the next four decades, she helped make her fellow Americans aware of the history of the civil rights struggle.

- A pioneer in the struggle for racial equality, Rosa Parks was the recipient of innumerable honors, including the Martin Luther King Jr. Nonviolent Peace Prize and the Presidential Medal of Freedom. Her example remains an inspiration to freedom-loving people everywhere.
Mother Teresa

Born: August 26, 1910
Died: September 5, 1997

- Born Agnes Gonxha Bojaxhiu Ans, Mother Teresa was an Albanian Roman Catholic nun who founded the Missionaries of Charity in Kolkata (Calcutta), India in 1950, and dedicated a major part of her life to serving the poor and destitute.

- For over forty years she ministered to the poor, sick, orphaned, and dying, while guiding the Missionaries of Charity’s expansion, first throughout India and then in other countries.

- By the 1970s she had become internationally famed as a humanitarian and advocate for the poor and helpless, due in part to a documentary and book, *Something Beautiful for God*, by Malcolm Muggeridge.

- She won the Nobel Peace Prize in 1979 for her humanitarian work.

- Mother Teresa’s Missionaries of Charity continued to expand, and at the time of her death it was operating 610 missions in 123 countries, including hospices and homes for people with HIV/AIDS, leprosy and tuberculosis, soup kitchens, children's and family counseling programs, orphanages, and schools.

- Following her death she was beatified by Pope John Paul II and given the title “Blessed Teresa of Calcutta.”
Diana, Princess of Wales

Born: July 1, 1961
Died: August 31, 1997

- Princess Diana was an iconic figure of the late 20th Century and during her life she was often said to be the most photographed person. She epitomized feminine beauty and glamour. At the same time, she was admired for her groundbreaking charity work, in particular her work with AIDS patients and supporting the campaign for banning landmines.

- Born Diana Spencer on July 1, 1961, she received the title of “Her Royal Highness Princess Diana of Wales” after marrying Prince Charles in 1981. She is the Mother of Prince William and Prince Harry, 2nd and 3rd in line to the throne respectively.

- In 1987, Princess Diana was one of the first well-known celebrities to be photographed with a victim of AIDS, which was an important turning point in changing attitudes to the disease since many thought the disease could be contact by touch alone.

- Despite the pervasive press intrusions into her private life, Diana remained very popular because people could identify with her. Her hands on approach to charity work gave the impression of a new type of Royal, who was no longer so remote.

- Shortly before her death, Princess Diana met with Mother Teresa. Both admired each other. Mother Teresa always said, “Diana is my daughter.” With utmost humility Diana said, “I am a very, very small Mother Teresa.”
Mohandas Gandhi

Born: October 2, 1869
Died: January 30, 1948

- Mohandas Karamchand Gandhi, often referred to as Mahatma meaning “Great Soul,” was born in Porbandar, India, and became one of the most respected spiritual and political leaders of the 1900s.

- Gandhi helped free the Indian people from British rule through nonviolent resistance and is honored by his people as the father of the Indian Nation. The Indian people called him “Mahatma,” meaning “Great Soul.”

- Gandhi developed a method of direct social action based upon the principles of courage, nonviolence and truth called “Satyagraha.”

- He believed that the way people behave is more important than what they achieve. Satyagraha promoted nonviolence and civil disobedience as the most appropriate methods for obtaining political and social goals.

- Gandhi was arrested many times by the British for his activities in South Africa and India. He believed it was honorable to go to jail for a just cause and altogether spent seven years in prison for his political activities.

- More than once Gandhi used fasting to impress upon others the need to be nonviolent. In 1948, a Hindu fanatic who opposed his program of tolerance for all creeds and religion assassinated him.
Nelson Mandela

Born: July 18, 1918

- Nelson Mandela spent 27 years as a political prisoner in South Africa before becoming the country’s first black president.

- Mandela was a leading member of the African National Congress (ANC), which opposed South Africa’s white minority government and its policy of racial separation, known as apartheid. The government outlawed the ANC in 1960.

- Mandela was captured and jailed in 1962, and in 1964 he was convicted of treason and sentenced to life in prison. He began serving the sentence as prisoner 46664 on Robben Island, near Cape Town, but instead of disappearing from view, Mandela became a prison-bound martyr and worldwide symbol of resistance to racism.

- South African President F.W. de Klerk finally lifted the ban on the ANC and released Mandela in 1990. Mandela used his stature to help dismantle apartheid and form a new multi-racial democracy, and he and de Klerk shared the Nobel Peace Prize in 1993.

LESSON FOUR: “Make Your Mark”

Objectives:

- To understand the power of symbols and branding
- To explore the ways branding reinforces stereotyping

Before clip: Have a discussion on symbols. What is a symbol? What are some common symbols used in our society? How and why do we use them? Can symbols change in meaning?

Show Clip 4 (running time: 14 minutes)

Clip 4 (starts at 44:05, ends at 58:25): More than twenty-four million paper clips flooded the school; wish for authentic German railcar to house the paper clips as a permanent memorial; Schroeders made promise to find the railcar and they did; history of the railcar; needed help from Whitwell community to establish Memorial – hope to dedicate it on November 9 – anniversary of Kristallnacht (Night of Broken Glass); significance of the car – transported people to concentration camps and a quarter of them were children; Whitwell will be end of car’s journey – it will not transport people anymore – it will be a symbol; “Symbols make us think. Symbols can make us change the world. And sometimes symbols are all we have to help us maintain our resolve – even on our darkest and most tragic days”; railcar headed for Whitwell on September 11, 2001; car arrives at Whitwell. What would it tell us if it could talk? Paying homage to people who died simply because of the way they believed; mourning their loss and celebrating their lives; “From now on you will not be an instrument of pain; your history as a death car is erased. And now, you are a car of new life”; there is good in this world.

Branding Discussion:

In the movie we heard, “Symbols make us think, symbols can make us change the world.” What do you think this means? Continue discussion by asking students how name brands serve as symbols. Students discuss how brands set a mood and offer pre-packaged ideas about the person who buys or wears it. Ask students to discuss or write down the brands of clothing they like and choose not to wear, or what brands they do or don't buy of any item based on their personal preferences, their family's budget or even their perception of that brand. Ask them to think about and discuss the reasons for their choices.
Activity:

Encourage students to “brand” themselves. Ask each student to think about what his or her own brand — one that is an original piece of art and that truly reflects individual personality — might look like. No copyrighted logos, slogans, or other commercial representations are permitted. Students should spend the rest of the period designing and sketching their individual brands. Students can also write a brief artist statement, explaining the design process, how they arrived at their final product, and what the brand communicates about them. The artist statements and sketches can be displayed around the room or in the hallways. One idea is to create a clothesline in class, cut out each paper T-shirt and hang them on the line with clothespins. Students could also sketch their designs using special fabric crayons and iron them on real T-shirts that can be worn to class the following day or week.

NOTE: We suggest that you copy the following template onto card stock and cut to size, as above.
LESSON FIVE: “When Students Become the Teachers”

Objectives:

ಅ To help students recognize their own personal roles and responsibilities in combating intolerance and making positive changes in their own classrooms or communities
鸾 To encourage students to look into their own schools or communities for ways to recognize the importance of all people
鸾 For students to be the change they want to see in the world

Seminar topics:

Revisit the initial discussion in Lesson One about the nature of the paper clip and how it has changed by having students take a few minutes to write in their journals about what a paper clip means to them. Specifically, you could ask the students, “When someone comes up to you and asks why you are wearing that paper clip, what do you tell them?” Take a few minutes to share these answers with the entire class.

Show Clip 5 (running time: 21 minutes (Make sure you watch the end credits as well – it shows how critical each person’s role was in making this happen.)

Clip 5 (starts at 58:26 through end of film): Working on the memorial; hard to understand the enormity of this project – how many people know about it and how far it has reached; volunteers from whole community; butterfly poem – I may never live to see another butterfly; symbol of freedom; honoring people with the butterflies – honoring them with wings so they can fly; filling the memorial with paper clips; eleven million paper clips in the car = six million Jews and five million others killed by Hitler’s regime; if one child’s life was changed, it was worth it; what if those people had not been exterminated? Would they have become another teacher or artist? What about all the people that never came to be? Letter from WWII veteran; paper clips: when you touch these, can you feel the souls? If we accomplish nothing else, we have helped these people find a resting place; Schroeders come to Whitwell to see Memorial; November 9, 2001 – dedication of the Memorial; group of ordinary people brought together such an extraordinary event; “Learned more from this project than I ever could
have taught. It's about what the students will gain from this, what they will learn and what they will take from this into their future lives." We ask that you pause and reflect on the evil of intolerance and hatred (on plaque); one year later – job of collecting paper clips is over, but job of educating others is never over; students leading tours of the memorial; children have become the teachers; letter from Lena Gitter; glad to know the teaching of tolerance is still alive and well and bears fruits; “New age has dawned – age of responsibility and kindness of the heart. You are living proof that each and every one of us can make a difference and do his part to shape the world; when you ask the young and innocent, they will do the right thing”; changed the way that people think of other people – and if we have made such a big difference, think what the rest of the world could do if they tried.

FINAL CALL TO ACTION:

Activity:

NOTE: Help students determine their service learning project and how they will effect change in their classroom, school, or community.

Hand out two Action Plan Guides – one filled out by the Whitwell group (found in this tab) and one blank – so students can see the process in action. Have them design their own action plans to guide the group – either as a class or a few smaller groups based on interest. What is their goal? Why is this their goal? What is their plan to achieve this goal? Make sure they answer the questions on the sheet, and that they keep the plans simple even if their goals are lofty. These Action Plans should also have a timeline to help track what they accomplish during the year. You might have several groups in the class submit Action Plans and then have the class vote on the one or two they think they can achieve together. There are many resources under the Extensions tab to help you with this process.

And once you have achieved your goals, be sure to share your success stories and experiences with other educators and students on our web site at www.oneclipatatime.org.

Just think – if every student does his or her part to make a difference, we really can change the world…one class at a time!
One Clip Action Plan
Whitwell Middle School
Holocaust Project: 1998
(Educator Organizational Plan)

1. What is your goal?

The goal is to introduce our students to the diversity of people and ideas outside the confines of the Sequatchie Valley.

2. Why is this your goal?

Because we live in a global community, it is important to foster understanding and respect for all people.

3. What information do you need to achieve your goal?

1. Find a vehicle that will help our students to see the outside world in a new way
2. Find a group/event in history that would be totally foreign to their experience
3. Find a method for catching the interest of the outside world to facilitate this learning for our students

4. What obstacles would keep you from achieving your goals?

- Financial Resources
- Limited marketing opportunities
- Lack of network outside the area
- Community suspicion of new ideas

5. Who will work on the planning team? Who should be responsible for making sure the goal is achieved?

Members of the school improvement committee, which includes parents, staff, community leaders, and students. Each member should feel they have a stake in the project and are responsible for the achievement. However, the administration of the school is the place where the buck stops.
One Clip Action Plan
Whitwell Middle School
Holocaust Project: 1998
(Educator Organizational Plan)

6. What resources are available?

- Willing community volunteers
- Receptive students
- Visionary staff
- Committed parents

7. What would success in achieving this goal look like?

Success would have students engaged in dialogue with other cultures, races, etc. via letters, teleconferences, presentations, exchanges between families. Success would be a decrease in the number of bullying incidents within the school as well as increased interactions between groups that do not ordinarily interact. Success would be demonstrated through enlightened understanding and respect for other cultures, races, etc.

8. What must be done to achieve this goal?

(List each action in the order you plan to do it.)

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present the idea to key groups in the school community</td>
<td>1st month</td>
</tr>
<tr>
<td>2. Select a specific group/event that will be the focal point for initiating the project</td>
<td>1st month</td>
</tr>
<tr>
<td>3. Develop a basic curriculum</td>
<td>2nd month</td>
</tr>
<tr>
<td>4. Open the project to 8th grade students</td>
<td>3rd month</td>
</tr>
<tr>
<td>5. Require family participation</td>
<td>3rd month</td>
</tr>
<tr>
<td>6. Students take responsibility for project</td>
<td>5th month</td>
</tr>
<tr>
<td>7. Publicize the project</td>
<td>7th month</td>
</tr>
</tbody>
</table>
Changing the World through Service Learning

Comparison of Service Learning and Community Service

<table>
<thead>
<tr>
<th>Service Learning</th>
<th>Community Service</th>
</tr>
</thead>
</table>
| Service Learning links academic study with community and fosters learning about larger social issues. Service Learning proposes “service” in terms of social, economic, or educational justice instead of “charity.” Examples:  
  • Investigated recycling at school and taught others about recycling  
  • Studied natural disasters, prepared checklist for helping pets and distributed it to community  
  • Learned about poor nutrition and held a health fair to inform others in the school. | Community Service does not typically include an academic component, nor is it typically viewed as a framework or philosophy. Examples:  
  • Food drives  
  • Hospital visits  
  • UNICEF or other nonprofit support  
  • Animal shelter visits  
  • Cleaning park or habitat  
  • Picking up litter  
  • Helping at a local library  
  • Assisting people who have disabilities  
  • Raising money |

What service learning is not:

• An add-on, another new thing in education
• A one-time volunteer experience
• Only for “some” students
• Only for science or civic classes
• Only for middle and upper class students

Principal’s discussion guide about Service Learning

Research supports the following results of service learning:

• Raises standardized test scores
• Improves attendance
• Develops a sense of civic pride
• Improves student behavior and positive attitudes
• Promotes a strong school community connection
• Allows for more parent involvement
• Solves school and community problems
• Is innovative and creative
• Integrates learning into the real world
• Promotes 21st century learning skill
## One Clip Action Plan Template for Teachers

<table>
<thead>
<tr>
<th>Teachers Planning Checklist:</th>
<th>Action(s)</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Targeted Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide on timeframe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule the culminating event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with the teaching team, grade level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share project with school staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan the assessment (formative and summative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brainstorm resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and publicize the culminating event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This rubric should be given to students on the first day of the service learning implementation of One Clip.

### Service Learning Project Rubric for Students

<table>
<thead>
<tr>
<th>Levels</th>
<th>Values</th>
<th>Implementation</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceptionally Clear</td>
<td>Always Collaborative</td>
<td>Highly significant</td>
</tr>
<tr>
<td></td>
<td>• Easy to follow</td>
<td>• Group identified and shared plan based on strengths of group</td>
<td>• Targeted group is strongly affected by project</td>
</tr>
<tr>
<td></td>
<td>• Many details</td>
<td>• Ideas were treated with respect</td>
<td>• Motivated major change</td>
</tr>
<tr>
<td></td>
<td>• Well thought out</td>
<td>• No assistance needed</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Clear</td>
<td>Collaborative</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>• Plan can be followed</td>
<td>• Group identified plan</td>
<td>• Target group got it</td>
</tr>
<tr>
<td></td>
<td>• Detailed</td>
<td>• Ideas were honored</td>
<td>• Motivated change</td>
</tr>
<tr>
<td></td>
<td>• Thought out</td>
<td>• Occasional help to resolve issues</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lacks clarity</td>
<td>Sometimes Collaborative</td>
<td>Somewhat significant</td>
</tr>
<tr>
<td></td>
<td>• Plan is difficult to follow</td>
<td>• Group defined plan after rocky process</td>
<td>• Target group wasn’t sure</td>
</tr>
<tr>
<td></td>
<td>• Some details are missing</td>
<td>• Ideas were sometimes ignored based on personal suggestions.</td>
<td>• Motivation to change was insignificant</td>
</tr>
<tr>
<td></td>
<td>• Needs additional revision</td>
<td>• Intervention required</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Unclear</td>
<td>Rarely Collaborative</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>• Plan cannot be followed</td>
<td>• Plan was designed after teacher take over</td>
<td>• Target group missed the point</td>
</tr>
<tr>
<td></td>
<td>• No details</td>
<td>• Nobody listened to anybody else’s ideas</td>
<td>• No motivation to change anything</td>
</tr>
<tr>
<td></td>
<td>• Major shifts in plan created confusion</td>
<td>• Extensive Intervention required</td>
<td></td>
</tr>
</tbody>
</table>
Formative Assessment

Service Learning Journal Entries: Select appropriate ones for the class.
  • Explain what this project makes you think about
  • What have you learned and what connections have you made?
  • What are your thoughts and concerns about solving the problem you discovered?
  • Describe your feelings about your group, topic area, or the project in general.

Self-Assessment (written)
  • Explain the quality of your motivation and participation in the project this week?
  • What did I do well this week and what were some challenges?
  • What can I do to improve my contributions?

Group Assessment (written)
  • How did the group do with participation and motivation?
  • What did my group do well this week and what were some challenges?
  • What can my group do to improve my contributions?

Small Group Reflection (discussion)
  • How is the group working together?
  • What have been the challenges?
  • What has changed from our original plan?
  • What questions have you thought about during your work together?
  • How can your group work more effectively?
  • What skills are you using in this work?

Whole Class Reflection (discussion)
  • Ask students what surprised them either in the content or process.
  • If the students could wave a magic wand and change something, what would it be?
  • What skills have the students used in their work, and how can they expand them?
  • Ask students to share one fact they have learned in their project.
  • Have each group give a brief overview of their project.
  • Have a session when groups can ask for help or advice from another group.
Collaborative Rubric for Student Group Work

Students will self-assess marking scores in column S. Team members will mark one common peer review score in column P. The teacher will add scores to the form in column T.

<table>
<thead>
<tr>
<th>Level</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Commitment to Goals</strong></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently and actively works toward group goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works toward group goals without prompting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works toward group goals with occasional prompting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works toward group goals only when prompted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Commitment to Group</strong></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is sensitive to the feelings and learning needs of all group members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts and fulfills individual role within the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows sensitivity to the feelings of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs occasional reminders to be sensitive to the feelings of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individual Roles</strong></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingly accepts and fulfills individual role within the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes knowledge, opinions, and skills without prompting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes to the group with occasional prompting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes to the group only when prompted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps group identify necessary changes and encourages group action for change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingly participates in needed changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in needed changes, with occasional prompting</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in needed changes when prompted and encouraged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**
Additional Activities & Discussion Topics

Activity: Discrimination can be defined as "unfair treatment of a person or a group." The class should brainstorm and make a list of suggestions for ending discrimination in the class or school. Challenge the class to put their class list into practice and work to end discrimination. Assist students in pairing with a classmate that is outside their usual circle of friends. The pairs become "Fairness Teams" for several days and keep a journal of ways that they -- or others they observe -- help end discrimination.

Seminar topics: Sharing personal stories about how their own views, stereotypes, prejudices and personal opinions have been formed. Can they relate any personal incidences of intolerance or prejudice that they have either experienced or witnessed? What did you do about it? Were you silent or did you speak up? Was there a time when someone did or did not speak up for you?

Activity: Make a class list of class privileges, i.e. lining up first, extra points for tasks, homework passes, extra center time. Divide the class into two groups by assigning students odd/even numbers. Half the class wears a blue dot, using paper or a washable marker. The group with blue dots is granted the privileges on the class list. When you were without a dot, how did you feel about classmates with dots? What kinds of things do we use, as “dots,” that make people feel special? What feelings did you have during the class activity? What lessons did you learn? List three actions you will take to help everyone feel like they belong.

Activity: Divide class into smaller groups and give each group 250 paper clips. What images can you create out of 250 paper clips that represent what you have learned?

Seminar on the poem: “The Butterfly” by Pavel Friedman, April 6, 1942
Friedman was born in Prague on January 7, 1921. Deported to the Terezin Concentration Camp on April 26, 1942. Died in Auschwitz on September 29, 1944.
“The Butterfly”

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun’s tears would sing
against a white stone....

Such, such a yellow
Is carried lightly ’way up high.
It went away I’m sure
because it wished
to kiss the world good-bye.

For seven weeks I’ve lived in here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don’t live in here, in the ghetto.

Seminar on Poem: “First They Came For . . .” by Reverend Martin Niemoeller, a German Lutheran pastor, who was arrested by the Gestapo and sent to Dachau in 1938. The Allied Forces freed him in 1945.

“First They Came For…”

In Germany, the Nazis first came for the communists,
and I didn't speak up because I wasn't a communist.
Then they came for the Jews,
and I didn't speak up because I wasn't a Jew.
Then they came for the trade unionists,
and I didn't speak up because I wasn't a trade unionist.
Then they came for the Catholics,
but I didn't speak up because I was a Protestant.
Then they came for me,
and by that time there was no one left to speak for me.