

SPEAK TRUTH TO POWER

HUMAN RIGHTS DEFENDERS WHO ARE CHANGING OUR WORLD

MAY I HAVE A LOAN?

When people are in need of money, they often turn to a bank in order to receive a loan, or an amount of money given to somebody on the condition that it will be paid back later. When deciding to approve loans, banks often look at a person's credit rating, or an estimate of one's ability to repay money borrowed.

Imagine you are part of a bank management team in charge of approving loans to people. Below is a summary of the "Three C's of Credit," the indicators which banks use to determine a person's credit rating.

Step 1: Read through the Three C's described below:

THE THREE C'S OF CREDIT

Taken from Practical Money Skills ©2000-2010 Visa.

<http://www.practicalmoneyskills.com/personalfinance/creditdebt/history/3cs.php>

A credit score is a measure of factors that may affect your ability to repay credit. It's a complex formula that takes into account how you've repaid previous loans, any outstanding debt, and your current salary.

A credit score...can change positively or negatively depending upon how much debt you [have] and how you manage your bills. The factors that determine your credit score are called The Three C's of Credit - Character, Capital [or Collateral], and Capacity.

CHARACTER: From your credit history, a lender [the bank] may decide whether you possess the honesty and reliability to repay a debt. Considerations may include:

- Do you pay your bills on time?
- How long have you lived at your present address?
- How long have you been at your present job?

CAPITAL [COLLATERAL]: A lender will want to know if you have...real estate, personal property, investments, or savings with which to repay debt if income [from a paycheck] is unavailable.

CAPACITY: This refers to your ability to repay the debt. The lender will look to see if you have been working regularly in an occupation that is likely to provide enough income to support your credit use.

The following questions may help the lender determine this:

- What is your current salary?
- What are your current living expenses?
- What are your current debts?
- How many dependents [children or other family members you support financially] do you have?

When banks and other financial institutions make credit decisions, they consider a borrower's ability and willingness to pay it back. The lender considers a borrower's past loan payment history (character), his or her income (capacity), and what property can be used to cover the loan if it is not paid back as promised (collateral). It is extremely rare for the value of a relationship [such as a friendship or a relative] to outweigh considerations of risk in lending decisions. Borrowers increase their chances of getting a loan if they can show a lender they meet the 3 C's of credit.

-Taken from Giving Credit Council for Economic Education, 2010

<http://www.econedlink.org/lessons/index.php?lesson=481&page=teacher>

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Name: _____

ACTIVITY I - B:

Decide if you would give loans to the following people based upon the information shared. Be sure to write your answers on this sheet. Finally, share your answers with your group members and take a group vote as to whether or not the loans will be given.

APPLICANT #1

Karen is 23 years old with a 3 year old. She is expecting another baby, and her husband has recently lost his job. Karen and her family have had to move back in with her parents who are both on welfare. She wants a loan to help her start a clothing business.

Will you approve the loan? Why or why not? (Be specific.)

Groups' decision:

APPLICANT #2

Lisa lives in a poor village and she wants to start a new business. She thinks if she can buy a mobile phone, then others in the village will pay her a fee when they need to use the phone. She wants to borrow money to buy the phone since she does not own one.

Will you approve the loan? Why or why not? (Be specific.)

Groups' decision:

APPLICANT #3

Sandra wants to sell sandwiches and fresh bread to people working in offices. She worked in a bakery for five years, saving money to feed her three children and sick husband. She lost her job when the owner sold the business. Sandra knows how to make quality products although she has never run a business or kept accounts. She needs money to buy equipment and ingredients.

Will you approve the loan? Why or why not? (Be specific.)

Groups' decision:

Be prepared to share your groups' answers with the class.
How many loans were approved by the class?

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ACTIVITY I - C: REFLECTION SHEET

Review your answers to the May I Have a Loan worksheet completed in class today.

How can we make poverty a thing of the past if banks don't give people loans?

Are there any other ideas or solutions?

Write a paragraph responding to the following questions: Remember to use some of today's vocabulary in your answer: Poverty, bank loans, credit rating, the 3 C's, collateral

- Why can't the poor get bank loans?
- What other ideas or solutions can you think of to address this problem?

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ACTIVITY 2: READING A

In class today you learned about Dr. Muhammad Yunus and his microcredit lending approach to helping end poverty. Read the following selection taken from the article what is Microcredit? To help you further understand how the Grameen Bank is different from a traditional bank. Next, complete the activities which follow.

WHAT IS MICROCREDIT?

The general features of Grammencredit are:

- It promotes credit as a human right.
- Its mission is to help the poor families to help themselves to overcome poverty. It is targeted to the poor, particularly poor women.
- ...It is not based on any collateral or legally enforceable contracts. It is based on "trust", not on legal procedures and system.
- It was initiated as a challenge to conventional banking which rejected the poor by classifying them to be "not creditworthy".
- It was initiated as a challenge to conventional banking which rejected the poor by classifying them to be "not creditworthy".
- It provides service at the door-step of the poor based on the principle that the people should not go to the bank, bank should go to the people.
- In order to obtain loans a borrower must join a group of borrowers.
- All loans are to be paid back in installments (weekly, or bi-weekly).

Grameencredit is based on the premise that the poor have skills which remain [unused]. It is definitely not the lack of skills which make poor people poor. Grameen believes that the poverty is not created by the poor; it is created by the institutions and policies which surround them. In order to eliminate poverty all we need to do is to make appropriate changes in the institutions and policies, and/or create new ones. Grameen believes that charity is not an answer to poverty. It only helps poverty to continue. It creates dependency and takes away individual's initiative to break through the wall of poverty. Unleashing of energy and creativity in each human being is the answer to poverty.

Grameen brought credit to the poor, women, the illiterate, and the people who pleaded that they did not know how to invest money and earn an income. Grameen created a methodology and an institution around the financial needs of the poor, and created access to credit on reasonable term enabling the poor to build on their existing skill to earn a better income in each cycle of loans.

- Grameen Bank Banking for the Poor, July, 2010

http://www.grameen-info.org/index.php?option=com_content&task=view&id=28&Itemid=108

- How are the Grameen Bank and traditional banks similar and different?
- Create a Venn diagram comparing and contrasting the two systems.
- Next, write a written response to the following questions: Do banks have a responsibility for helping to end poverty? Should changes be made to loan practices today? Explain using details from our discussion and the reading.

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ACTIVITY 2: READING B

In class today you learned about Dr. Muhammad Yunus and his microcredit lending approach to helping end poverty. Read the following selection taken from the article "Is Grameen Bank Different from Conventional Banks?" Next, complete the activities which follow.

IS GRAMEEN BANK DIFFERENT FROM CONVENTIONAL BANKS?

July, 2010

Grameen Bank methodology is almost the reverse of the conventional banking methodology. Conventional banking is based on the principle that the more you have, the more you can get. In other words, if you have little or nothing, you get nothing. As a result, more than half the population of the world is deprived of the financial services of the conventional banks. Conventional banking is based on collateral, Grameen system is collateral-free.

Grameen Bank starts with the belief that credit should be accepted as a human right, and builds a system where one who does not possess anything gets the highest priority in getting a loan. Grameen methodology is not based on assessing the material possession of a person; it is based on the potential of a person. Grameen believes that all human beings, including the poorest, are endowed with endless potential.

Conventional banks look at what has already been acquired by a person. Grameen looks at the potential that is waiting to be unleashed in a person.

Conventional banks are owned by the rich, generally men. Grameen Bank is owned by poor women....

Grameen Bank branches are located in the rural areas, unlike the branches of conventional banks which try to locate themselves as close as possible to the business districts and urban centers. First principle of Grameen banking is that the clients should not go to the bank; it is the bank which should go to the people instead. Grameen Bank's 22,653 staff meet 8.29 million borrowers at their door-step in 81,367 villages spread out all over Bangladesh, every week, and deliver bank's service. Repayment of Grameen loans is also made very easy by splitting the loan amount in tiny weekly installments. Doing business this way means a lot of work for the bank, but it is a lot convenient for the borrowers....

Conventional banks go into 'punishment' mode when a borrower is taking more time in repaying the loan than it was agreed upon. They call these borrowers "defaulters". Grameen methodology allows such borrowers to reschedule their loans without making them feel that they have done anything wrong (indeed, they have not done anything wrong.)

When a client gets into difficulty, conventional banks get worried about their money, and make all efforts to recover the money, including taking over the collateral. Grameen system, in such cases, works extra hard to assist the borrower in difficulty, and makes all efforts to help her regain her strength and overcome her difficulties.

Conventional banks do not pay attention to what happens to the borrowers' families as results of taking loans from the banks. Grameen system pays a lot of attention to monitoring the education of the children (Grameen Bank routinely gives them scholarships and student loans), housing, sanitation, access to clean drinking water, and their coping capacity for meeting disasters and emergency situations. Grameen system helps the borrowers to build their own pension funds, and other types of savings....

In case of death of a borrower, Grameen system does not require the family of the deceased to pay back the loan. There is a built-in insurance programme which pays off the entire outstanding amount with interest. No liability is transferred to the family....

Grameen system encourages the borrowers to adopt some goals in social, educational and health areas. These are known as "Sixteen Decisions" (no dowry, education for children, sanitary latrine, planting trees, eating vegetables to combat night-blindness among children, arranging clean drinking water, etc.). Conventional banks do not see this as their business.

In Grameen, we see the poor people as human "bonsai". If a healthy seed of a giant tree is planted in a flower-pot, the tree that will grow will be a miniature version of the giant tree. It is not because of any fault in the seed, because there is no fault in the seed. It is only because the seed has been denied of the real base to grow on. People are poor because society has denied them the real social and economic base to grow on. They are given only the "flower-pots" to grow on. Grameen's effort is to move them from the "flower-pot" to the real soil of the society.

If we can succeed in doing that there will be no human "bonsai" in the world. We'll have a poverty-free world.

How are the Grameen Bank and traditional banks similar and different?

Create a Venn diagram comparing and contrasting the two systems.

Next, write a written response to the following questions: Do banks have a responsibility for helping to end poverty? Should changes be made to loan practices today? Explain using details from our discussion and the reading.

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Date: _____ Class: _____

INTERDISCIPLINARY PROJECT

HUMAN RIGHTS WATCH REPORT ON CHILD LABOR ON BANANA PLANTATIONS IN ECUADOR

PART I: WRITE THE LETTER ON THE LINE TO THE LEFT OF THE NUMBER.

- _____ 1. Most bananas are grown in
a) Bolivia
b) Ecuador
c) United States
d) European Union
- _____ 2. Which of the following is NOT a concern for the workers who pick bananas?
a) Children as young as eight are working in the fields and packing plants.
b) Poisonous pesticides are used.
c) Workers eat too many bananas.
d) There is little or no job security.
- _____ 3. Why did Human Rights Watch go to Ecuador?
a) To investigate violations of the UDHR
b) To bring food and clothing to the poor farmers
c) To start a school for child workers
d) To buy Fair Trade bananas
- _____ 4. How many hours a day do most workers on banana plantations work?
a) Eight
b) Thirteen
c) Twelve
d) Ten
- _____ 5. All of the following are dangers faced by child workers on banana plantations EXCEPT
a) Exposure to pesticides and dangerous chemicals which make them sick
b) Using sharp tools which can cut them
c) Having to carry very heavy loads with iron pulleys
d) Falling off high mountains
- _____ 6. Why have many children in Ecuador left school to work?
a) They did not like doing homework
b) The money they earn is so great
c) Their parents needed extra income to feed and clothe the family
d) There were no schools in the area past third grade
- _____ 7. From this story you can conclude that growers like to hire children because
a) They are really helping them to survive
b) They can pay them much less than adult workers
c) Their children can carry as heavy loads as adults
d) It is legal and encouraged by the government
- _____ 8. What is the meaning of the underlined word in the sentence below:
If implemented, the laws could also prevent children from engaging in employment likely to interfere with their right to education.
a) Enforced or used
b) Real
c) Violated
d) Asked

PART 2: BASED ON THE INFORMATION IN THE ARTICLE, DECIDE WHETHER EACH SENTENCE IS TRUE, FALSE, OR AN OPINION. WRITE YOUR ANSWER ON THE LINE PROVIDED.

- _____ 9. The government should provide drinking water and toilet facilities to banana workers.
- _____ 10. Children as young as five and six years old are working on banana plantations.
- _____ 11. The pesticides which are sprayed on the bananas are harmless to humans.
- _____ 12. Ecuador has laws governing child labor, but the government does not enforce them.
- _____ 13. Americans should not buy bananas.
- _____ 14. Most Ecuadorean children who work on banana plantations manage to finish high school.
- _____ 15. South American governments are corrupt and don't care about their people.

PART 3: GEOGRAPHY. USE THE MAP TO ANSWER THE FOLLOWING QUESTIONS:

16. Which large body of water borders western Ecuador?

17. Ecuador is located in which continent? _____

18. The 0° line of latitude, known as the _____, passes through Ecuador.

19. The tallest mountain range in the western hemisphere, the _____, runs through Ecuador.

20. Eastern Ecuador has many rivers that flow into the second longest river in the world, the _____.

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HUMAN RIGHTS WATCH REPORT ON CHILD LABOR ON BANANA PLANTATIONS IN ECUADOR

“When the planes pass, we cover ourselves with our shirts... We just continue working... We can smell the pesticides.”
Enrique Gallana, a fourteen-year-old working on plantation San Carlos

Roughly one-quarter of all bananas on tables in the United States and the European Union are grown on plantations scattered along Ecuador's coast, where workers' international labor rights are flouted daily. . . . Nor do those laws fully meet international standards. Ecuadorean children as young as eight labor in banana fields and packing plants where they are exposed to toxic pesticides and other unsafe working conditions in violation of their rights, while adult workers toil in the same hazardous worksites, often with little or no job security. . . .

In May 2001, Human Rights Watch conducted a three-week fact-finding mission in Quito and the Guayas and El Oro provinces in Ecuador to investigate child labor and obstacles to freedom of association in the banana sector. During the investigation, Human Rights Watch spoke with seventy current and former banana workers, adults and children, whose real names are not used in this report to protect them from potential employer reprisals.

CHILD WORKERS

Human Rights Watch interviewed forty-five children who had worked or were working on banana plantations in Ecuador. Forty-one of them began in the banana sector between the ages of eight and thirteen, most starting at ages ten or eleven. They described workdays of twelve hours on average and hazardous conditions that violated their human rights, including dangerous tasks detrimental to their physical and psychological well-being. The children reported being exposed to pesticides, using sharp tools, hauling heavy loads of bananas from the fields to the packing plants, lacking potable water and restroom facilities, and experiencing sexual harassment. Children told Human Rights Watch that they handled insecticide-treated plastics used in the fields to cover and protect bananas, directly applied fungicides to bananas being prepared for shipment in packing plants, and continued working while fungicides were sprayed from planes flying overhead. Sometimes the children were provided protective equipment; most often, they were not. These children enumerated the various adverse health effects that they had suffered shortly after pesticide exposure, including headaches, fever, dizziness, red eyes, stomach aches, nausea, vomiting, trembling and shaking, itching, burning nostrils, fatigue, and aching bones. Children also described working with sharp tools, such as knives, machetes, and short curved blades; and three pre-adolescent girls, aged twelve, twelve, and eleven, described the sexual harassment they allegedly had experienced at the hands of the administrator of two packing plants where they worked. In addition, four boys explained that they attached harnesses to themselves, hooked themselves to pulleys on cables from which banana stalks were hung, and used this pulley system to drag approximately twenty banana-laden stalks, weighing between fifty and one hundred pounds each, over one mile from the fields to the packing plants five or six times a day. Two of these boys stated that, on occasion, the iron pulleys came loose and fell on their heads, making them bleed.

Fewer than 40 percent of these children were still in school at age fourteen. When asked why they had left school to work, most answered that they needed to provide money for their parents to purchase food and clothing for their families, many of whom also relied on the nearby banana plantations for their income. Though important for their families, the average income contributed by the children with whom Human Rights Watch spoke was only U.S. \$3.50 for every day worked—roughly 64 percent of the average wage earned by the adults interviewed by Human Rights Watch and 60 percent of the legal minimum wage for workers.

If applied, Ecuadorean laws governing child labor could go a long way to protecting the human rights of these children—preventing them from laboring in conditions that violate their right to health and development. If implemented, the laws could also prevent children from engaging in employment likely to interfere with their right to education. Nonetheless, the Ministry of Labor and Human Resources (Ministry of Labor) and the juvenile courts—from which employers must obtain authorization prior to hiring any child under fourteen—fail to fulfill their legally mandated responsibility to enforce domestic laws governing child labor, and the other governmental entities commissioned to address children's issues do not include child banana workers in the scope of their activities. The result is an almost complete breakdown of the government bureaucracy responsible for enforcing child labor laws and preventing the worst forms of child labor in Ecuador's banana sector.

Excerpted from Tainted Harvest: Child Labor and Obstacles to Organizing on Ecuador's Banana Plantations (New York: Human Rights Watch, April 2002). <http://www.hrw.org/reports/2002/ecuador>. Reprinted by permission. Copyright © Human Rights Watch 2003.

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DISCUSSION QUESTIONS FOR HUMAN RIGHTS WATCH ARTICLE

1. What percentage of children work in Ecuador?
2. What are some of the dangers faced by these children on banana plantations?
3. What are the effects of children working on the plantations?
4. According to the article, why are children forced to work?
5. How can this problem be solved?
6. Why is simply banning child labor not a good solution?
7. What would the effect of higher wages in Ecuador be on Americans who eat bananas?
8. The average price of bananas, which travel from South America, in US supermarkets is .49 to .69 cents per pound. Apples, which are grown here in the US, cost about \$1.29-\$1.69 per pound. Why do you think that is? Who is "paying the piper?" Use your calculators and the information from the article to figure out how much of the price of our bananas goes to the workers who pick them.
9. Why doesn't the government enforce the child labor laws? Have students calculate the parents' wages.

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QUESTIONS FOR KAILASH SATYARTH

1. What is bonded labor?
 2. Describe the conditions in which children who are in bonded labor live and work. Why are these children forced into this situation?
 3. What are some actions Kailash and the South Asian Coalition on Child Servitude (SACCS) take to fight directly against child slavery? (Give at least 4 ways)
 - 1.
 - 2.
 - 3.
 - 4.
 4. How can consumers in America help in the fight against child bonded labor in the carpet industry?
 5. How does the RugMark Foundation help fight against child labor in the carpet industry?
 6. What are some ways you as a student can help this situation?

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FOCUS QUESTIONS FOR THE POEM, “QUESTIONS FROM A “WORKER WHO READS.”

1. What literary device does the poet use over and over?
 - a. Do you recognize any of the allusions?
2. Why does the poet use this device in particular?
3. What is this poem about?
 - a. What is the author's purpose/point?
4. Is there anything you don't understand?
5. What does the poet mean by the question, “Who paid the piper?” What does this mean for us?
6. How is the photo related to the poem?

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QUESTIONS FROM A WORKER WHO READS

By Bertolt Brecht

Who built the seven towers of Thebes?
The books are filled with names of kings.
Was it kings who hauled the craggy blocks of stone?
And Babylon, so many times destroyed,
Who built the city up each time? In which of Lima's houses,
That city glittering with gold, lived those who built it?
In the evening when the Chinese wall was finished
Where did the masons go? Imperial Rome
Is full of arcs of triumph. Who reared them up? Over whom
Did the Caesars triumph? Byzantium lives in song,
Were all her dwellings palaces? and even in Atlantis of the legend
The night the sea rushed in,
The drowning men still bellowed for their slaves.
Young Alexander plundered India.
He alone?
Caesar beat the Gauls.
Was there not even a cook in his army?
Philip of Spain wept as his fleet
Was sunk and destroyed. Were there no other tears?
Frederick the Great triumphed in the Seven Years War. Who
Triumphed with him?
Each page a victory,
At whose expense the victory ball?
Every ten years a great man, Who paid the piper?
So many particulars.
So many questions.

Last Updated Spring 2002

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Name: _____

HANDOUT #1

KAHSAWWA

JOURNAL ENTRY #1

Describe a time when you stood up for someone else.

CHARACTERISTICS

PERPETRATORS	VICTIMS	BYSTANDERS	DEFENDERS

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Name: _____

HANDOUT #2

KA HSAW WA VOCABULARY

1. lawsuit
2. profit margin
3. pending
4. perpetrate
5. porter/portering
6. extrajudicial killings
7. refugee
8. plaintiff
9. demonstration
10. atrocities
11. testimonies
12. repulse
13. precedent
14. extortion
15. indigenous
16. meticulously
17. moral
18. sweatshop
19. exploit
20. activist
21. suppression
22. courage
23. perseverance
24. indifference
25. bystander
26. self-doubt

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HANDOUT #3

KA HAS WA: JOURNAL ENTRY #2:

In the box below, write down the kinds of people that you see getting picked on.

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HUMAN RIGHTS DEFENDERS WHO ARE CHANGING OUR WORLD

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HANDOUT #3

KA HSAW WA: BUILDING PERSPECTIVES

Categorize the feelings or personality traits below to describe how you think each person (a bully, bystander, victim, defender) would feel in a bully encounter. If you do not know the meaning of a word, write it in the last column. Then, find its definition and write it on the back.

Afraid annoyed anxious appreciated awkward betrayed bold brave concerned confident cowardly dejected desperate different disappointed distraught disturbed embarrassed excited exhausted fearful foolish frantic friendless frightened helpless hopeless horrible hostile lonely immobilized impatient inadequate infuriated insecure intimidated isolated miserable misunderstood nervous outraged overwhelmed panicked paranoid persecuted petrified quarrelsome sad scared shy threatened thwarted trapped troubled uncertain uneasy unsettled uptight vulnerable worried defeated abused angry arrogant ashamed bewildered careless combative cruel depressed domineering evil guarded hesitant hurt malicious mean ruthless thoughtless timid unsure wary worthless

BULLY	BYSTANDER	VICTIM	DEFENDER	DON'T KNOW MEANING OF WORD

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HANDOUT #5

KA HSAW WA GUIDING QUESTIONS

1. Describe what a bully is.
2. Explain what Ka Hsaw Wa does in a sequence of four.
3. Why is there a lawsuit pending against Unocal?
4. How is an American company involved?
5. According to the people interviewed in Burma, what kind of human rights violations are occurring?
6. Where are two places that Ka Hsaw Wa is collecting information from?
7. How do the villagers stay in contact if they do not have phones or computers?
8. Describe how being in the jungle collecting information is dangerous for Ka Hsaw Wa.
9. Explain portering and why it is dangerous.
10. What did the SLORC soldiers (providing security for the pipeline) do?
11. Why did Ka Hsaw Wa organize groups to demonstrate in 1980?
12. Describe what Ka Hsaw Wa witnessed during the period of five days when he was in hiding in the jungle.
13. How did this change him? Why didn't he give up?
14. How did Kevin Heppner help Ka Hsaw Wa?
15. What made Ka Hsaw Wa feel like he wanted to give up? Explain how he decided to persevere.
16. Describe (in your own words) how Ka Hsaw Wa feels about pain and courage.

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Name: _____

Date: _____ Class: _____

HANDOUT # 6

Topic: _____

6A REPORTER NOTES SENSORY NOTES

While reading, use what you SEE, HEAR, FEEL, SMELL, or THINK if you were in the passage. Create a movie in your mind while reading then write it!

I SEE..	Most important thing I see is..
I HEAR..	Most important thing I hear is..
I SMELL..	Most important thing I smell is..
I THINK..	Most important thought I have is..
I FEEL..	Most important feeling I have is..

Put a check mark each time you write a sensory note on the chart above while reading.

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Name: _____

Date: _____ Class: _____

6A REPORTER NOTES

Topic: _____

GET THE IMPORTANT INFORMATION – NOT JUST THE FACTS BUT ALSO THE MEANING OF THE FACTS.

WHO is involved or affected?	Most important WHO is...
WHAT happened?	Most important WHAT is...
WHERE did it happen?	Most important WHERE is...
WHEN did it happen?	Most important WHEN IS...
HOW did they do it or others react?	Most important HOW is...
WHY did they do this or react this way?	Most important WHY is...
SO WHAT? Why is this event/idea/important?	Most important SO WHAT IS...

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HANDOUT #7

Ka Hsaw Wa: Classifying Roles

Who are the bullies, bystanders, victims, and defenders according to Ka Hsaw Wa's story? Briefly describe why you see them in this role, provide textual evidence from the story using bullet points.

BULLIES	BYSTANDERS	VICTIMS	DEFENDERS

KA HSAW WA
DEVELOPING INTER-TEXTUAL CONNECTIONS

There are similarities between a bullying encounter you or a friend has had, Ka Hsaw Wa's encounter in Burma, and the Holocaust.

Who are the bullies, the bystanders, defenders and the victims in each scenario?

Who are the defenders that make a difference in each encounter? Who are the ones that show courage, persevere, and take action to speak out against injustice? Classify your information in the table below.

YOUR ENCOUNTER

BULLIES?	BYSTANDERS?	VICTIMS?	DEFENDERS?

KA HSAW WA'S STORY

BULLIES?	BYSTANDERS?	VICTIMS?	DEFENDERS?

THE HOLOCAUST

BULLIES?	BYSTANDERS?	VICTIMS?	DEFENDERS?

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HANDOUT # 8B

KA HSAW WA COURAGE

Read the following quote written by Pastor Martin Neimoller.

*"First they came for the communists,
and I did not speak out
because I was not a communist,
Then they came for the trade unionists,
but I did not speak out
because I was not a trade unionist,
Then they came for the Jews,
but I did not speak out
because I was not a Jew,
Then they came for the Catholics and
I did not speak out
because I was a Protestant.
Then they came for me--
and there was no one left to speak for me."*

– The Rev. Martin Niemoller, leader of
the German Protestant anti-Nazi movement

Interpret and answer the following question below:

Why do you think it is important to speak up when there is injustice? Describe the benefits and risks involved with speaking out.

KA HSAY WA
MOVIE MAKER SLIDESHOW TEMPLATE/DIRECTIONS

STEP #1: STORYBOARD

- Tell the students that they are going to create a slideshow comparing the themes of bullying, bystanders, victims, and defenders across three textual connections of Ka Hsaw Wa's life, the Holocaust, and bullying using Movie Maker.
- Students will create 2 to 3 slides each about the Holocaust, a bullying encounter you or a friend have had, and Ka Hsaw Wa's encounter with Unocal and the military regime in Burma.
- Students will add a few slides at the end, depicting the defenders in a hopeful and supportive of speaking out against injustice in the various situations.

USING MOVIE MAKER

- Select slides and video. Import and save in folder.
- Create title and text/narration for each slide
- Create effects for each slide
- Create transitions between sliders
- Add credit at the end
- Add music for a soundtrack (Royalty free music)
- Add narration: using your own words and voice to describe the scenes in your movie

RESOURCES:

Movie Maker
<https://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>

Royalty Free Music
<http://www.sonnyboo.com/music/music/htm>

STEP #2 CREATING POEM TEXT FOR SLIDESHOW

- Tell the students, "When you finish uploading your slides, think about the feelings you want to convey. Use the five senses to help you."
- Keep the lists of words in front of you while you write.

REQUIREMENTS:

- Use at least 20 words from feelings/traits handout #4
- Use at least 5 words from Ka Hsaw Wa vocabulary handout #2
- Use a least 10 words from supplemental list
- Use 3 – 5 poetic devices (simile, metaphor, personification, alliteration, repetition, hyperbole).

KA HSAW WA: MOVIE MAKER DIRECTIONS:

- All files must be saved on a jump/flash drive or other portable device in the same folder.
- Create a folder in which you will save your image, audio and video files and movie-in-progress.
- You will not be able to email yourself the files separately.

STEP ONE:

- Open Movie Maker
 - Start>All Programs>Accessories>Entertainment>Windows Movie Maker

STEP TWO:

- Import your images:
 - Capture Video>Import Pictures>(from folder you have created on your jump drive)>select the images you wish to upload (use Ctrl key to select more than one image at a time)>Click Import

VIDEO:

- **Download from youtube:**
 - Get the youtube downloader: <http://www.snapfiles.com/reviews/youtube-downloader/ytdownloader.html>
 - Get the URL of your video
 - Launch youtube downloader>enter video URL>save (to folder you have created on your jump drive)>close>go back to downloader >choose “convert video” (previously downloaded) from file>select video file (find your file and select it)>convert to “Windows media video”>OK>import video>(from file you downloaded video to)>click import

AUDIO:

- Import audio or music>paste URL of MP3 into file name>click import

STEP THREE:

- Drag a clip from your collection to the storyboard below

STEP FOUR:

- Add video effects, if desired
- Add video transitions, if desired
- Add title clip at the beginning (make sure to explore changing the title animation and the title text font and color)

SPEAK TRUTH TO POWER

HUMAN RIGHTS DEFENDERS WHO ARE CHANGING OUR WORLD

<http://homepage.mac.com/steveklein/hangman.html>

THE HANGMAN

By Maurice Ogden

Into our town the hangman came,
smelling of gold and blood and flame.
He paced our bricks with a different air,
and built his frame on the courthouse square.

The scaffold stood by the courthouse side,
only as wide as the door was wide
with a frame as tall, or a little more,
than the capping sill of the courthouse door.

And we wondered whenever we had the time,
Who the criminal? What the crime?
The hangman judged with the yellow twist
of knotted hemp in his busy fist.

And innocent though we were with dread,
we passed those eyes of buckshot lead.
Till one cried, "Hangman, who is he,
for whom you raised the gallows-tree?"

Then a twinkle grew in his buckshot eye
and he gave a riddle instead of reply.
"He who serves me best," said he
"Shall earn the rope on the gallows-tree."

And he stepped down and laid his hand
on a man who came from another land.
And we breathed again, for another's' grief
at the hangman's' hand, was our relief.

And the gallows frame on the courthouse lawn
by tomorrow's sun would be struck and gone.
So we gave him way and no one spoke
out of respect for his hangman's' cloak.

The next day's sun looked mildly down
on roof and street in our quiet town;
and stark and black in the morning air
the gallows-tree on the courthouse square.

And the hangman stood at his usual stand
with the yellow hemp in his busy hand.
With his buckshot eye and his jaw like a pike,
and his air so knowing and business-like.

And we cried, "Hangman, have you not done,

yesterday with the alien one?"
Then we fell silent and stood amazed.
"Oh, not for him was the gallows raised."

He laughed a laugh as he looked at us,
"Do you think I've gone to all this fuss,
To hang one man? That's the thing I do.
To stretch the rope when the rope is new."

Above our silence a voice cried "Shame!"
and into our midst the hangman came;
to that mans place, "Do you hold," said he,
"With him that was meat for the gallows-tree?"

He laid his hand on that one's arm
and we shrank back in quick alarm.
We gave him way, and no one spoke,
out of fear of the hangman's' cloak.

That night we saw with dread surprise
the hangman's' scaffold had grown in size.
Fed by the blood beneath the chute,
the gallows-tree had taken root.

Now as wide, or a little more
than the steps that led to the courthouse door.
As tall as the writing, or nearly as tall,
half way up on the courthouse wall.

The third he took, we had all heard tell,
was a usurer..., an infidel.
And "What" said the hangman, "Have you to do
with the gallows-bound..., and he a Jew?"

And we cried out, "Is this one he
who has served you well and faithfully?"
The hangman smiled, "It's a clever scheme
to try the strength of the gallows beam."

The fourth man's dark accusing song
had scratched our comfort hard and long.
"And what concern," he gave us back,
"Have you ... for the doomed and black?"

The fifth, the sixth, and we cried again,
"Hangman, hangman, is this the man?"

"It's a trick", said he, "that we hangman know
for easing the trap when the trap springs slow."

And so we ceased and asked now more
as the hangman tallied his bloody score.
And sun by sun, and night by night
the gallows grew to monstrous height.

The wings of the scaffold opened wide
until they covered the square from side to side.
And the monster cross beam looking down,
cast its shadow across the town.

Then through the town the hangman came
and called through the empty streets...my name.
I looked at the gallows soaring tall
and thought ... there's no one left at all

for hanging ... and so he called to me
to help take down the gallows-tree.
And I went out with right good hope
to the hangman's' tree and the hangman's' rope.

He smiled at me as I came down
to the courthouse square...through the silent town.
Supple and stretched in his busy hand,
was the yellow twist of hempen strand.

He whistled his tune as he tried the trap
and it sprang down with a ready snap.
Then with a smile of awful command,
He laid his hand upon my hand.

"You tricked me Hangman." I shouted then,
"That your scaffold was built for other men,
and I'm no henchman of yours." I cried.
"You lied to me Hangman, foully lied."

Then a twinkle grew in his buckshot eye,
"Lied to you...tricked you?" He said "Not I...
for I answered straight and told you true.
The scaffold was raised for none but you."

"For who has served more faithfully?
With your coward's hope." said He,
"And where are the others that might have stood
side by your side, in the common good?"

"Dead!" I answered, and amiably
"Murdered," the Hangman corrected me.
"First the alien ... then the Jew.
I did no more than you let me do."

Beneath the beam that blocked the sky
none before stood so alone as I.
The Hangman then strapped me...with no voice there
to cry "Stay!" ... for me in the empty square.

THE BOTTOM LINE: "...I did no more than you let me do."

QUESTIONS FOR DISCUSSION: MODERN SLAVERY – JULIANA DOGBADZI

As you listen to the excerpt of the interview with Juliana Dogbadzi, try and answer the following questions.

1. What was the reason for Juliana's enslavement?
2. Have you ever been held accountable for something someone else did? (the idea of "sins of the father" and "In Adam's fall, we sinned all.")
3. What is your understanding of Trokosi?
4. Considering the practice of Trokosi has been banned, why is enforcement by the Ghana's government so lax?
5. How is the practice perpetuating the custom? (consider that the girls are deprived of education, food, shelter, and clothing)
6. How does the practice lead to subjugation of the entire population?
7. Why is the Trokosi tradition more likely to occur in a poor country?
8. Why does Dogbadzi believe she can be an effective defender against sex slavery?
9. What methods does Dogbadzi use to advocate for her fellow women?