

# Student Worksheets & Handouts

Exploring Righteousness Through History

---

Companion to The Righteousness Museum Teacher Guide

The Righteousness Museum | [wiserighteous.org](http://wiserighteous.org)

*All content is original and copyright-safe for classroom use.*

**Student Name:** \_\_\_\_\_

**Class Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

## UNIT 1

# Foundations of Righteousness & the Magna Carta

Worksheet 1.1

—

What Does Righteousness Mean?

 **Instructions**

Before exploring The Righteousness Museum, write your own definition of righteousness. Then, visit the museum at **wiserrighteous.org** and explore the exhibits. After your visit, revise your definition based on what you learned.

**Section A: My Initial Definition of Righteousness**

---

**Section B: Three examples of righteousness I found in the museum exhibits:**

**1.**

---

**2.**

---

**3.**

---

**Section C: My Revised Definition of Righteousness**

---

## Section D: What changed in my thinking? Why?

---

Worksheet 1.2

—

Virtual Museum Scavenger Hunt

### Instructions

Visit The Righteousness Museum online at **wiserighteous.org**. Navigate through the exhibits to find the answers to the following questions.

1. What is the mission of The Righteousness Museum?

---

2. Name three “Global Figures of Righteousness” featured in the museum.

---

---

**3.** What year was the Magna Carta signed, and why is it considered a “Righteous Event”?

---

**4.** According to the museum, how did Harriet Tubman demonstrate righteousness?

---

**5.** What form of resistance did Mahatma Gandhi practice?

---

**6.** Name two historical events featured in the “Historical Events of Righteousness” exhibit.

---

**7.** What did Nelson Mandela demonstrate through his actions, according to the museum?

---

**8.** What role did Eleanor Roosevelt play in advancing righteousness?

---

**9.** What types of modern initiatives are highlighted in the “Modern Righteousness in Action” exhibit?

---

**10.** In the Timeline of Righteousness, what is one event that surprised you or that you want to learn more about? Explain why.

---

**★ BONUS QUESTION**

If you could add one person or event to The Righteousness Museum, who or what would it be and why?

### **Historical Context**

In 1215, a group of English nobles confronted King John about his abuse of power. The result was the Magna Carta, a document that established the principle that even rulers must follow the law. This was a revolutionary idea that laid the groundwork for modern concepts of justice and human rights.

### **Part A – Analyzing Righteous Principles**

In the table below, each row lists a principle that emerged from the Magna Carta era. In the right-hand column, describe how this principle appears in modern society.

<b>Principle from the Magna Carta Era</b>	<b>How This Principle Appears Today</b>
No one is above the law	
People have the right to a fair trial	
Taxation requires consent	
Individual liberties must be protected	

### **Part B – My Modern Magna Carta**

Imagine you are drafting a modern document to protect the rights of people in your school or community. List 5 rights you would include and explain why each one matters.

#### **1. Right:**

---

**Why it matters:**

---

**2. Right:**

---

**Why it matters:**

---

**3. Right:**

---

**Why it matters:**

---

**4. Right:**

---

**Why it matters:**

---

**5. Right:**

---

**Why it matters:**

---

## Part C – Reflection Question

Why is it important for societies to have written documents that protect individual rights? What happens when these protections don't exist?

---

---

### UNIT 2

# Courage Against Injustice – Abolition & the Underground Railroad

Worksheet 2.1

---

Character Profile: A Voice from the Underground Railroad

#### Instructions

Based on what you've learned from The Righteousness Museum's exhibits on the Underground Railroad and the Abolition of Slavery, create a fictional character who was involved in the Underground

Railroad. Your character should be historically grounded but entirely original.

## Character Profile Form

**Character Name:** \_\_\_\_\_

**Role** (circle one): Conductor / Station Master / Freedom Seeker / Abolitionist Supporter / Other: \_\_\_\_\_

**Age:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Background (3-4 sentences about who this person is):**

---

**What motivated this person to act?**

---

**What risks did this person face?**

---

**Describe one specific act of righteousness this person performed:**

---

---

**What qualities of righteousness does this character demonstrate?  
(circle all that apply)**

Moral Courage / Integrity / Compassion / Perseverance / Self-Sacrifice / Justice / Other: \_\_\_\_\_

**Legacy: How would this person want to be remembered?**

---

Worksheet 2.2

—

Decision Point Scenarios

### **Instructions**

Read each scenario below. These are original scenarios inspired by the types of decisions people involved in the Underground Railroad might have faced. For each one, describe what you would do and explain your reasoning using the concept of righteousness.

### **Scenario 1**

You are helping people escape to freedom. A stranger approaches your safe house claiming to need shelter, but you've heard rumors that some people in the area are working as informants. Do you let them in? What do you do?

**My decision:**

---

**My reasoning (connect to righteousness):**

---

### **Scenario 2**

You have been offered a significant financial reward for information about the escape routes you help manage. Your family is struggling financially. What do you do?

**My decision:**

---

**My reasoning (connect to righteousness):**

---

**Scenario 3**

A close friend tells you they disagree with your abolitionist activities and threatens to stop being your friend if you continue. How do you respond?

**My decision:**

---

**My reasoning (connect to righteousness):**

---

**Scenario 4**

You learn that a new, stricter law has been passed that increases penalties for anyone helping people escape slavery. Do you continue your work? Why or why not?

**My decision:**

---

---

**My reasoning (connect to righteousness):**

---

### **Final Reflection**

Which scenario was hardest for you to decide? Why?

---

---

Worksheet 2.3

—

Harriet Tubman: Exhibit Analysis

#### **Instructions**

Visit The Righteousness Museum's exhibit on Harriet Tubman at **wiserighteous.org**. Use the exhibit information to complete this analysis.

### **Section A: Key Facts**

Complete the following statements using information from the museum exhibit:

Harriet Tubman lived from \_\_\_\_\_ to \_\_\_\_\_.

She is known for

\_\_\_\_\_.

According to the museum, she demonstrated righteousness through

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

### **Section B: Qualities of Righteousness**

Using evidence from Tubman's life, complete the table below:

<b>Quality</b>	<b>Evidence from Tubman's Life</b>	<b>Why This Quality Matters</b>
<b>Courage</b>		
<b>Faith</b>		
<b>Perseverance</b>		
<b>Compassion</b>		

### **Section C: Letter Writing Activity**

Write a letter to a fictional person whose life was changed by a righteous act. This does not need to be about Tubman specifically — it can be about any act of righteousness, real or imagined. Your letter should be at least one full paragraph.

\_\_\_\_\_

---

---

## UNIT 3

# Nonviolent Resistance & Righteous Leadership

Worksheet 3.1

---

Nonviolent Resistance: Methods and Morals

### Instructions

After exploring The Righteousness Museum’s exhibits on Gandhi and Mandela, complete the following activities.

### **Part A — T-Chart: Methods of Pursuing Justice**

List examples of nonviolent and violent methods of pursuing justice in the columns below.

Nonviolent Methods of Pursuing Justice	Violent Methods of Pursuing Justice

**Which methods do you think are more effective in the long run?  
Why?**

---

**Part B — Comparing Two Leaders: Gandhi and Mandela**

Use the diagram outline below to compare and contrast these two righteous leaders.

Gandhi — What was unique about his approach?	Both — What principles and qualities did they share?	Mandela — What was unique about his approach?

**Based on your comparison, what makes a leader “righteous”?**

---

## Worksheet 3.2

—

### Righteous Leadership Profile

#### **Instructions**

Choose either Gandhi or Mandela. Using information from The Righteousness Museum exhibits and your own research, create a Righteous Leadership Profile.

**Leader's Name:** \_\_\_\_\_

**Country/Region:** \_\_\_\_\_

**Time Period:** \_\_\_\_\_

**Core Values (list 3-5):**

\_\_\_\_\_

**Greatest Challenge Faced:**

\_\_\_\_\_

**How They Demonstrated Righteousness:**

\_\_\_\_\_

**Key Actions That Changed History:**

1.

---

2.

---

3.

---

**A Lesson We Can Learn from This Leader:**

---

**Your Legacy Statement (1-2 sentences summarizing this leader's lasting impact):**

---

 **Instructions**

Prepare for our class discussion (Socratic Seminar) on the question:  
**“Was Mandela’s choice to pursue reconciliation rather than revenge the most righteous path?”** Use this worksheet to organize your thoughts.

**Section A: My Initial Position**

Do I agree or disagree with the statement? Why?

---

**Section B: Evidence Supporting My Position**

List 3 pieces of evidence that support your position:

**1.**

---

**2.**

---

**3.**

---

**Section C: Counter-Arguments**

What might someone who disagrees with me say?

---

**Section D: Questions I Want to Ask During the Discussion**

1.

---

2.

---

3.

---

**Section E: Post-Discussion Reflection**

*(Complete this section after the Socratic Seminar)*

Did your position change? What was the most compelling argument you heard?

---

---

# Expanding Rights – Civil Rights, Women’s Suffrage & Human Rights

Worksheet 4.1

—

Righteousness Case Study

## Instructions

Choose one aspect of the Civil Rights Movement to analyze as a case study of righteous action. Use information from The Righteousness Museum and your own research.

## Case Study Template

**Aspect of the Movement:** \_\_\_\_\_ (e.g., sit-ins, marches, legal challenges, community organizing)

**Time Period:** \_\_\_\_\_

**Key People Involved:** \_\_\_\_\_

**What happened? (Brief summary, 4-5 sentences)**

---

---

**How did this demonstrate righteousness? Be specific:**

---

**What principles of righteousness were at work? (check all that apply)**

- Moral Courage     Justice     Integrity     Compassion  
 Perseverance     Civic Responsibility     Other: \_\_\_\_\_

**What was the impact of this action?**

---

### **Connection to The Righteousness Museum**

How does this case study connect to the museum's mission of preserving stories of moral courage, justice, and integrity?

## Rights Timeline

### **Instructions**

Create a timeline of key milestones in the struggle for equal rights. Include at least 8 events. For each event, note how it represents righteous action.

Entry	Date / Year	Event	How It Represents Righteousness
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Worksheet 4.3

—

Opinion Editorial (Op-Ed) Planning Sheet

 **Instructions**

Plan your opinion editorial. You will write from the perspective of a fictional advocate arguing for a specific right. Use historical evidence and the concept of righteousness to support your argument.

**The right I am advocating for:**

---

**My fictional advocate's name and background:**

---

**My main argument (thesis):**

---

**Historical evidence I will use:**

**1.**

---

**2.**

---

**3.**

---

---

**How does this connect to righteousness?**

---

**Counter-argument I will address:**

---

**My conclusion / call to action:**

---

---

## UNIT 5

# Modern Righteousness in Action

Worksheet 5.1

—

Modern Righteousness Research

 **Instructions**

Visit The Righteousness Museum's "Modern Righteousness in Action" exhibit. Then, research one contemporary person or organization that embodies righteousness. Complete this research form.

**Person or Organization:**

---

**Area of Focus** (e.g., humanitarian aid, environmental stewardship, social innovation): \_\_\_\_\_

**What makes this person/organization righteous?**

---

**What challenges do they face?**

---

**How do their actions connect to the historical examples you've studied in this course?**

---

**Presentation Notes: Key points for my 2-minute class presentation:**

---

## Worksheet 5.2

---

### Personal Righteousness Action Plan

#### **Instructions**

Based on everything you've learned about righteousness throughout this course, create a personal action plan. Identify one area of your life or community where you can demonstrate moral courage, integrity, or responsibility.

**Area of Focus:**

---

**Why This Matters to Me:**

---

**What I Will Do (be specific and realistic):**

---

---

**Principles of Righteousness I Will Apply (check all that apply):**

- Moral Courage    Integrity    Compassion    Justice  
 Perseverance    Responsibility    Other: \_\_\_\_\_

**Timeline:**

**When will I start?** \_\_\_\_\_

**What will I do in the first week?**

---

**What will I do in the first month?**

---

**How I Will Know I'm Making a Difference:**

---

**Historical Figure Who Inspires This Plan and Why:**

---

“  
Curate Your Own Exhibit

”  
Proposal

 **Instructions**

Design a proposal for a new exhibit at The Righteousness Museum. Your exhibit should focus on a modern example of righteousness that you believe belongs in the museum.

**Exhibit Title:**

---

**Subject** (person, event, or organization):

---

**Time Period:**

---

**Exhibit Description (write this as it would appear on the museum website — 1 paragraph):**

---

---

**Why This Belongs in The Righteousness Museum:**

---

**Three Key Items or Images You Would Include in the Exhibit:**

**1. Item:**

---

**Why it's important:**

---

**2. Item:**

---

**Why it's important:**

---

**3. Item:**

---

**Why it's important:**

---

**Visitor Takeaway: What should visitors learn or feel after seeing this exhibit?**

---

## Worksheet 5.4

—

### Final Reflection Essay Planner

#### **Instructions**

Use this planner to organize your Final Reflection Essay. Your essay should discuss which figure or event from The Righteousness Museum most influenced your understanding of righteousness and why. You must connect your reflection to at least 3 museum exhibits.

**The figure or event that most influenced me:**

---

**Why this figure/event is significant to me:**

---

#### **Museum Exhibit Connection 1**

**Exhibit name:** \_\_\_\_\_

**How it connects to my reflection:**

**Museum Exhibit Connection 2**

**Exhibit name:** \_\_\_\_\_

**How it connects to my reflection:**

**Museum Exhibit Connection 3**

**Exhibit name:** \_\_\_\_\_

**How it connects to my reflection:**

**My thesis statement:**

---

**Key points I want to make in my essay:**

**1.**

---

**2.**

---

**3.**

---

4.

---

**Conclusion – What I’ve Learned About Righteousness:**

---

---

**THE RIGHTEOUSNESS MUSEUM**

## **Copyright & Usage Notice**

These Student Worksheets & Handouts were created as original educational resources by The Righteousness Museum. All content is original. No copyrighted textbook passages, published excerpts, or proprietary content have been used. Educators are encouraged to reproduce and distribute these worksheets freely for classroom use. Please credit The Righteousness Museum ([wiserighteous.org](http://wiserighteous.org)) when sharing.

Visit The Righteousness Museum at **[wiserighteous.org](http://wiserighteous.org)** to explore all exhibits and educational resources.

The Righteousness Museum | [wiserighteous.org](http://wiserighteous.org)

---