

THE RIGHTEOUSNESS MUSEUM

Teaching Righteousness Through History

A Comprehensive Teacher Guide

Integrating The Righteousness Museum into Your History Curriculum

Original Educator Resource | The Righteousness Museum |
wiserighteous.org

Grades 8-12 | Five Thematic Units | Lesson Plans, Activities &
Assessments

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Section 1: Welcome & How to Use This Guide

A Message from Our Education Team

Dear Educator,

Welcome to *Teaching Righteousness Through History*, a comprehensive teacher guide created by the education team at The Righteousness Museum. We designed this resource with one goal in mind: to help you bring the stories of moral courage, justice, and integrity to life in your history classroom.

History is more than names and dates. It is the story of individuals and communities who chose to act with conviction — who stood against injustice, championed human dignity, and built a more just world. Our museum preserves these stories, and this guide provides you with the tools to connect them directly to your curriculum.

Whether you teach world history, U.S. history, government, or a combined social studies course, the five thematic units in this guide offer flexible, classroom-ready materials that will engage your students and inspire meaningful conversations about what it means to live righteously.

Thank you for the vital work you do every day. We are honored to support you.

— *The Education Team, The Righteousness Museum*

Purpose of This Guide

This guide is designed to help secondary-level history teachers integrate The Righteousness Museum's online exhibits into their classroom instruction. Each unit connects museum content to core history themes, providing ready-to-use lesson plans, discussion prompts, museum-based activities, project ideas, and assessments.

Guide Structure

The guide is organized into **five thematic units**, each designed to span **1-2 weeks of instruction**. Each unit includes:

- **Unit Overview** — Context and essential questions
- **Lesson Plans** — Step-by-step plans with warm-ups, activities, instruction, and closure

- **Discussion Prompts** — Open-ended questions to spark critical thinking
- **Museum Integration Activities** — Tasks that connect directly to the museum's exhibits
- **Project Ideas** — Extended learning opportunities for deeper engagement
- **Assessments** — Writing assignments, reflections, and rubrics

Grade Level Flexibility

Adaptability Note

This guide is designed for **Grades 8-12**. Each lesson can be adapted up or down:

- **Grades 8-9:** Simplify vocabulary, provide more structured graphic organizers, shorten writing assignments, and offer sentence starters for discussion prompts.
- **Grades 10-12:** Increase analytical depth, require longer written responses, assign additional independent research, and facilitate student-led seminars.






Estimated Pacing

Unit	Title	Estimated Duration
Unit 1	Foundations of Righteousness & the Magna Carta	1-2 weeks
Unit 2	Courage Against	1-2 weeks

Unit	Title	Estimated Duration
	Injustice: Abolition & the Underground Railroad	
Unit 3	Nonviolent Resistance & Righteous Leadership	1-2 weeks
Unit 4	Expanding Rights: Civil Rights, Women's Suffrage & Human Rights	1-2 weeks
Unit 5	Modern Righteousness in Action	1-2 weeks

Activity Type Legend

Throughout this guide, activities are labeled with icons to help you plan at a glance:

Symbol	Activity Type	Description
	Discussion	Whole-class or small-group discussion
	Writing	Individual written reflection, essay, or creative writing
	Museum Visit	Activity using the museum website (wiserrighteous.org)
	Group Work	Collaborative pair or group activity
	Individual Reflection	Personal thinking, journaling, or self-assessment

Section 2: Museum Overview & Curriculum Alignment

About The Righteousness Museum

The Righteousness Museum is an online museum dedicated to preserving and sharing stories of moral courage, justice, and integrity throughout history. Housed at wiserighteous.org, the museum offers interactive exhibits, curated narratives, and educational resources designed to inspire visitors of all ages to reflect on what it means to act righteously.

The museum's mission is rooted in the belief that studying acts of righteousness — from ancient charters of liberty to modern humanitarian movements — helps us understand the best of human nature and equips future generations to continue the work of building a more just world.

Three Main Exhibit Areas

Exhibit Area	Description	Featured Content
1. Global Figures of Righteousness	Profiles of individuals whose lives exemplified moral courage, integrity, and dedication to justice across cultures and centuries.	Mahatma Gandhi, Nelson Mandela, Eleanor Roosevelt, Harriet Tubman, and others
2. Historical Events of Righteousness	In-depth explorations of pivotal moments when individuals and communities took bold action to advance justice and human rights.	Abolition of Slavery, Civil Rights Movement, Women's Suffrage, Magna Carta, Underground Railroad
3. Modern Righteousness in	Profiles of contemporary	Current humanitarian leaders, social justice

Exhibit Area	Description	Featured Content
Action	humanitarian leaders, social innovators, and grassroots movements working to create positive change today.	organizations, student-led movements

Curriculum Alignment

The table below shows how each unit in this guide connects to common history course themes, making it easy to integrate museum content into your existing curriculum framework.

Course Theme	Museum Connection	Unit(s)
Leadership & Governance	Magna Carta, Gandhi, Mandela	Units 1, 3
Moral Courage & Ethical Decision-Making	Harriet Tubman, Underground Railroad	Unit 2
Civil Rights & Social Justice	Civil Rights Movement, Women's Suffrage	Unit 4
Civic Responsibility	Eleanor Roosevelt, Modern Righteousness	Units 4, 5
Global Perspectives	Cross-cultural examples of righteousness	All Units
Revolution & Social Change	Abolition movement, Indian independence, anti-apartheid struggle	Units 2, 3
Human Rights & International Relations	Universal Declaration of Human Rights, Eleanor Roosevelt's advocacy	Units 4, 5

Section 3: Unit 1 – Foundations of Righteousness & the Magna Carta

Unit Overview

Students explore what "righteousness" means across cultures and time periods, anchored by the Magna Carta as a foundational event in the pursuit of justice. This unit sets the conceptual foundation for the entire course, equipping students with a shared vocabulary and framework for analyzing righteous action throughout history.

Duration: 1-2 weeks | **Lesson Plans:** 2 | **Key Exhibit:** Magna Carta, Global Figures of Righteousness

Essential Questions

- What does it mean to act righteously?
- How did the Magna Carta establish principles that still guide societies today?
- Why do individuals and communities risk everything to stand up for what is right?


Lesson Plan 1.1: Defining Righteousness

Duration: 1 class period | **Activity Types:**  Discussion  Museum Visit  Group Work

Warm-Up (10 minutes)

Students write a personal definition of "righteousness" in their notebooks. After two minutes of individual writing, they share their definitions with a partner. Each pair then selects the strongest elements from both definitions to craft a combined definition. Invite 3–4 pairs to share their combined definitions with the class.

Activity: Gallery Walk with Museum Exhibits (20 minutes)

 Students visit the museum's "**Global Figures of Righteousness**" exhibit online at wiserighteous.org. As they explore, they take notes on at least **three figures**, recording for each:

- The figure's name and historical context
- One specific action that demonstrated righteousness
- A quality or value that motivated the figure's actions

Direct Instruction: Righteousness Across Civilizations (15 minutes)

Present a brief, original lecture outline covering how different civilizations have defined righteous behavior throughout history:

- **Ancient codes of conduct** — Early societies developed written rules to establish fairness and protect the vulnerable. These codes often emphasized duties to the community, honesty in commerce, and protection of the powerless.
- **Philosophical traditions** — Thinkers across many cultures explored the nature of virtue, justice, and the good life. Common threads include the idea that righteous action benefits not just the individual but society as a whole.

- **Religious ethical frameworks** — Many faith traditions articulate principles of compassion, justice, mercy, and responsibility toward others as core elements of righteous living.
- **Common threads** — Despite vast differences in culture and era, righteousness consistently involves acting with integrity, standing against injustice, and placing the well-being of others alongside one's own.

Closure: Righteousness Word Wall (5 minutes)

As a class, create a shared "**Righteousness Word Wall**" — a large poster or digital document where students contribute terms and definitions related to righteousness. Encourage students to draw from their warm-up definitions and museum observations. This Word Wall will be revisited and expanded throughout the course.

Teacher Tip

Keep the Word Wall visible in your classroom (or pinned at the top of your learning management system) throughout the semester. Encourage students to add new terms after each unit. By the end of the course, the Word Wall becomes a powerful visual record of their learning journey.

Lesson Plan 1.2: The Magna Carta — A Righteous Event

Duration: 1-2 class periods | **Activity Types:**  Discussion  Museum Visit  Group Work  Writing




The Magna Carta (1215) established foundational principles of justice and limited governance that continue to shape modern societies.


Warm-Up (10 minutes)

Present this scenario to students: *"Imagine you are a noble in 1215 England. The king has been taxing you unfairly, ignoring your counsel, and imprisoning people without trial. You have the opportunity to confront the king with a written document demanding change. What rights would you insist upon? What would you risk to secure them?"*

Students write a brief response (5 minutes), then share with a partner (5 minutes).

Activity: Creating a Modern Magna Carta (25 minutes)


 Students first explore the museum's exhibit on the **Magna Carta signing** at [wiserighteous.org](https://www.wiserighteous.org), reading about the historical context, the barons' demands, and the document's lasting significance.

 Then, in groups of 3-4, students create an original "**Modern Magna Carta**" — a document listing 5-10 rights they believe every person should have today. For each right, they must provide:


- A clear statement of the right
- A one-sentence justification explaining why this right is essential
- A connection to a principle from the original Magna Carta (if applicable)

Groups present their documents to the class. The teacher facilitates a brief discussion comparing the different groups' choices.

Discussion Prompt (10 minutes)


 *"The Magna Carta limited the power of rulers. Why is limiting power an act of righteousness? Can you think of modern examples where limiting the power of individuals or institutions has protected the rights of ordinary people?"*

Assessment

 Students write a **1-page reflection** comparing the principles of the Magna Carta to a modern document or event of their choosing. They should identify at least two shared principles and explain how those principles reflect righteous action. (See Rubric 2 in Section 8.)

Museum Integration Activity

Virtual Museum Scavenger Hunt


 Students navigate the museum website (wiserrighteous.org) and complete a scavenger hunt, finding specific exhibits, details, and connections. This activity is designed to familiarize students with the museum's layout and content before deeper engagement in later units.

Scavenger Hunt Sample Tasks

- Find the museum's exhibit on the Magna Carta. What year was it signed?
- Locate two figures in the "Global Figures of Righteousness" section. Write one sentence about each.
- Find an exhibit in the "Modern Righteousness in Action" section. Describe it in your own words.
- Identify one exhibit that connects to something you have studied before. Explain the connection.

Cross-reference with the Student Worksheets document for a printable version of this activity.

Project Idea: Righteousness Timeline

 Students begin a **semester-long timeline project**, adding key figures and events from each unit as the course progresses. The timeline can be digital (using presentation or timeline software) or physical (a large poster or bulletin board). By the end of the course, students will have a comprehensive visual record of righteousness throughout history.

Requirements:

- Each entry must include: name/event, date, a 2-3 sentence description, and a connection to the concept of righteousness
- Students should add at least 2 entries per unit
- Final timelines will be assessed at the end of Unit 5 (see Rubric 3 in Section 8)

Section 4: Unit 2 – Courage Against Injustice: Abolition & the Underground Railroad

Unit Overview

Students examine how individuals and networks demonstrated extraordinary moral courage in the fight against slavery, focusing on Harriet Tubman and the Underground Railroad. This unit explores the personal risks, moral convictions, and community solidarity that defined the abolitionist movement — and asks students to consider what drives people to sacrifice for the freedom of others.

Duration: 1-2 weeks | **Lesson Plans:** 2 | **Key Exhibits:** Abolition of Slavery, Underground Railroad, Harriet Tubman


Essential Questions

- What motivates people to risk their lives for the freedom of others?
- How did the abolitionist movement embody righteousness?
- What role did ordinary people play in the Underground Railroad?


Lesson Plan 2.1: The Righteous Fight Against Slavery


Duration: 1-2 class periods | **Activity Types:**  Discussion  Museum Visit  Group Work  Writing

Warm-Up (10 minutes)

 *"Think of a time you stood up for someone else, even when it was difficult. What gave you the courage to act? What did it cost you?"* Students journal for 5 minutes, then share briefly with a partner.

Activity: Underground Railroad Character Profiles (25 minutes)

 Students explore the museum's exhibits on the **Abolition of Slavery** and the **Underground Railroad** at wiserighteous.org.

 Using the historical context from the museum, students create a **character profile of an imagined person** involved in the Underground Railroad. Students choose one of the following roles:

- **Conductor** — a person who guided freedom seekers along the route
- **Station Master** — a person who sheltered freedom seekers in a safe house
- **Freedom Seeker** — an enslaved person making the journey to freedom

Each profile should include: the character's name, age, location, family situation, motivations, fears, and a brief narrative of one night on the Underground Railroad. Characters are fully fictional but must be historically grounded based on the museum exhibits and class instruction.

Direct Instruction: The Abolitionist Movement (15 minutes)

Present an original overview of the abolitionist movement covering:

- **Key phases** — Early moral arguments against slavery, growth of organized abolitionist societies, escalation to direct action and political advocacy

- **Methods** — Legal challenges, political organizing, public speaking and writing, direct assistance to freedom seekers, economic pressure through boycotts
- **Moral arguments** — Abolitionists drew on principles of human dignity, natural rights, religious conviction, and the fundamental belief that no person should be the property of another
- **Righteousness connection** — The abolitionist movement is a powerful example of collective righteousness: ordinary people organized, risked their safety, and persevered through decades of opposition because they believed slavery was a profound moral wrong

Closure: Exit Ticket (5 minutes)

👉 Students complete an exit ticket: *"Identify one abolitionist principle that resonates with you today. Why does it matter in the present moment?"*

Lesson Plan 2.2: Harriet Tubman — A Life of Righteousness

Duration: 1 class period | **Activity Types:** 💬 Discussion 🏛️ Museum Visit 👥 Group Work 📝 Writing

Warm-Up (10 minutes)

🏛️ Students read the museum's exhibit description of **Harriet Tubman** at [wiserighteous.org](https://www.wiserighteous.org). They list **three qualities** that made her righteous and share with a neighbor.

Activity: "Decision Point" Simulation (20 minutes)

👥 Small groups receive a set of original **scenario cards** presenting dilemmas that someone in Tubman's position might have faced. For each

scenario, groups discuss their options and justify their choices. Sample scenarios:

Sample Decision Point Scenario Cards


- **Scenario 1:** You hear dogs in the distance while leading a group through unfamiliar terrain at night. Do you hide in the freezing river to mask your scent, or keep moving through the woods and hope to outpace the pursuers?
- **Scenario 2:** One member of your group wants to turn back out of fear. Turning back could endanger everyone. How do you respond?
- **Scenario 3:** A station master you were counting on has been discovered. You arrive to find the safe house dark and abandoned. What is your next move?
- **Scenario 4:** A stranger offers to help, but you cannot be certain of their motives. Do you accept the help or continue alone?

After each scenario, groups share their decisions and reasoning with the class. The teacher facilitates reflection on how each choice connects to the qualities of righteousness identified in the warm-up.



Discussion Prompt (10 minutes)

💬 *"Harriet Tubman is described as someone who 'led countless enslaved people to freedom through courage and faith.' What does this tell us about the relationship between personal conviction and righteous action? Can someone act righteously without deep personal conviction?"*


Assessment

 Students write a **letter from the perspective of a fictional person** whose life was changed by a righteous act. The letter does not need to be about Harriet Tubman specifically — students may choose any historical context. The letter should demonstrate empathy, historical understanding, and a connection to the theme of righteousness. (See Rubric 2 in Section 8.)

Museum Integration Activity: Exhibit Analysis

  Students choose **one figure or event** from the museum's "Historical Events of Righteousness" section and write a **2-paragraph analysis** of how that exhibit demonstrates righteousness. The first paragraph should summarize the exhibit content; the second should analyze how the exhibit connects to the concept of righteousness as defined in Unit 1.

Project Idea: "Voices of Righteousness" Podcast

 Students research a historical figure from the museum and create a **3-5 minute podcast episode** telling the figure's story in an engaging, original narrative. The podcast should include:

- An introduction that hooks the listener
- Key biographical details and historical context
- A focus on one specific act of righteousness
- A closing reflection on why this figure's story matters today

Podcasts can be recorded using free audio tools and shared with the class or submitted digitally. (See Rubric 3 in Section 8.)

Section 5: Unit 3 – Nonviolent Resistance & Righteous Leadership

Unit Overview





Students study how Mahatma Gandhi and Nelson Mandela used nonviolent resistance and moral leadership to transform nations, connecting to the museum's "Global Figures of Righteousness" exhibit. This unit explores the power of principled leadership, the discipline required for nonviolent action, and the lasting impact of leaders who chose integrity over expedience.

Duration: 1-2 weeks | **Lesson Plans:** 2 | **Key Exhibits:** Gandhi, Mandela (Global Figures of Righteousness)

Essential Questions

- How can nonviolent resistance be a powerful expression of righteousness?
 - What leadership qualities do righteous leaders share?
 - How did Gandhi and Mandela's approaches differ, and what did they have in common?
-


Lesson Plan 3.1: Gandhi and the Power of Nonviolent Righteousness

Duration: 1-2 class periods | **Activity Types:**  Discussion  Museum Visit  Group Work  Reflection




Gandhi's campaigns for Indian independence demonstrated how nonviolent resistance could challenge injustice and transform nations.

Warm-Up (10 minutes)

 Pose the question: *"Is it possible to fight injustice without using violence? Why or why not?"* Students write a brief response and then participate in a whole-class quick poll (hands up for yes/no/unsure). Use the results to launch a brief opening discussion.

Activity: Nonviolent Resistance T-Chart (20 minutes)

 Students explore the museum's exhibit on **Gandhi** at wiserighteous.org, focusing on his methods and philosophy.

 In pairs, students create a **T-chart** comparing:

Nonviolent Methods	Violent Methods
Peaceful marches and demonstrations	Armed uprising
Boycotts and economic pressure	Destruction of property
Civil disobedience and refusal to comply	Physical confrontation
Public fasting and moral witness	Retaliation and revenge
<i>Students add their own examples...</i>	<i>Students add their own examples...</i>

After completing the chart, pairs write a brief evaluation: *Which approach is more effective in the long term? Which is more righteous? Are effectiveness and righteousness always aligned?*

Direct Instruction: Gandhi's Campaign for Independence (15 minutes)


Present an original overview covering:

- **Historical context** — India under colonial rule, the growing independence movement, and Gandhi's emergence as a leader
- **Key strategies** — Noncooperation, civil disobedience, mass marches, economic self-sufficiency campaigns, and the disciplined refusal to respond to violence with violence
- **Righteousness in action** — Gandhi's approach embodied integrity (acting in alignment with stated values), courage (accepting suffering

rather than inflicting it), and perseverance (maintaining the struggle across decades)

- **Global impact** — How Gandhi's methods influenced later movements for justice worldwide


Closure: Righteousness Reflection (5 minutes)

 Students write **three sentences**: How does Gandhi's approach challenge or confirm your own views on justice? What is one thing you learned today that surprised you?


Lesson Plan 3.2: Mandela — Perseverance, Forgiveness, and Unity


Duration: 1-2 class periods | **Activity Types:**  Discussion  Museum Visit  Group Work  Writing

Warm-Up (10 minutes)

 *"Can forgiveness be an act of courage? Why or why not?"* Students discuss in pairs for 3 minutes, then share key ideas with the class.

Activity: Socratic Seminar (25 minutes)

 Students explore the museum's exhibit on **Mandela** at [wiserighteous.org](https://www.wiserighteous.org) before the seminar.

 The class participates in a **Socratic Seminar** (structured, student-led discussion) on the following question:

"Was Mandela's choice to pursue reconciliation rather than revenge the most righteous path? What alternatives existed, and what would their consequences have been?"

Socratic Seminar Guidelines

- Students should refer to specific details from the museum exhibit in their contributions
- Encourage students to build on each other's ideas: *"I agree with __, and I would add..."* or *"I see it differently because..."*
- The teacher acts as facilitator, not participant — guide the conversation with follow-up questions as needed
- Consider using an inner/outer circle format, where the inner circle discusses and the outer circle takes notes and provides feedback



Discussion Prompt (10 minutes)

💬 *"Both Gandhi and Mandela spent time in prison for their beliefs. How does suffering for a cause relate to righteousness? Is suffering necessary for righteous action, or is it simply a consequence that righteous people are willing to accept?"*

Assessment

✍️ **Comparative Essay (1-2 pages)** — Students compare the leadership styles and moral principles of Gandhi and Mandela, using evidence from the museum exhibits and their own research. The essay should address: What values did both leaders share? How did their methods differ? What can we learn about righteousness from studying both? (See Rubric 2 in Section 8.)

Museum Integration Activity: Leadership Profile

  Students use the museum's exhibit information to create a **visual leadership profile poster** for either Gandhi or Mandela. The poster should include five clearly labeled sections:

Section	Content
Background	Key facts about the leader's early life and historical context
Core Values	3-5 values that guided the leader's actions
Key Actions	2-3 specific actions that demonstrate righteous leadership
Lasting Impact	How the leader's legacy continues to influence the world
Legacy Statement	A student-written 2-3 sentence statement summarizing the leader's contribution to righteousness

Project Idea: "Righteous Leadership Award"

  Students design an original **award for righteous leadership**. They must:

- Name the award and design a simple visual concept for it
- Establish **criteria** for the award based on what they have learned about righteous leadership
- Nominate a historical or contemporary figure with a **written justification** (1 page) explaining why the nominee meets the criteria

Award nominations can be presented to the class, with students voting on the most compelling justification. (See Rubric 3 in Section 8.)

Section 6: Unit 4 — Expanding Rights: Civil Rights, Women's Suffrage & Human Rights Advocacy

Unit Overview

Students examine how movements for civil rights, women's suffrage, and human rights advocacy represent righteous action on a societal scale. This unit connects to the museum's exhibits on the Civil Rights Movement, Women's Suffrage, and Eleanor Roosevelt, exploring how collective action, sustained moral courage, and institutional advocacy have expanded rights for millions of people.

Duration: 1-2 weeks | **Lesson Plans:** 2 | **Key Exhibits:** Civil Rights Movement, Women's Suffrage, Eleanor Roosevelt

Essential Questions

- How do social movements embody collective righteousness?
 - What role did Eleanor Roosevelt play in advancing global human rights?
 - Why does the struggle for equal rights require sustained moral courage?
-


Lesson Plan 4.1: The Civil Rights Movement as Righteous Action

Duration: 1-2 class periods | **Activity Types:**  Discussion  Museum Visit  Group Work





The Civil Rights Movement demonstrated the power of collective moral courage in the pursuit of equality and justice.

Warm-Up (10 minutes)

 "What does equality look like in practice? How do we know when a society is treating all its members fairly?" Students write briefly, then share in small groups of 3-4.

Activity: Righteousness Case Study (25 minutes)

 Students explore the museum's exhibit on the **Civil Rights Movement** at wiserighteous.org.

 In groups of 3-4, students create a "**Righteousness Case Study**" analyzing one specific aspect of the movement. Each group selects from:

- Sit-ins and acts of nonviolent protest

- Mass marches and public demonstrations
- Legal challenges and courtroom advocacy
- Community organizing and grassroots mobilization

For their chosen aspect, groups answer:

1. What was this strategy, and how was it used during the Civil Rights Movement?
2. What risks did participants face?
3. How does this strategy demonstrate righteousness?
4. Can you identify a modern example of this same strategy being used for justice?

Groups present their findings to the class in 3-minute presentations.

Direct Instruction: Phases and Strategies (15 minutes)

Present an original overview of the key phases and strategies of the Civil Rights Movement:

- **Early legal and organizational foundations** — Building institutions, legal precedent, and community networks
- **Direct action and nonviolent protest** — Sit-ins, marches, boycotts, and freedom rides that brought national attention to injustice
- **Legislative victories** — How sustained pressure led to landmark legislation advancing civil rights
- **The moral foundation** — The movement was grounded in the conviction that all people are created equal and that justice demands action, not just belief

Closure (5 minutes)

💬 Class discussion: *"Which strategies of the Civil Rights Movement do you think were most effective, and why? Is there a strategy we haven't discussed that you think was important?"*

Lesson Plan 4.2: Women's Suffrage & Eleanor Roosevelt — Champions of Righteous Change

Duration: 1-2 class periods | **Activity Types:** 💬 Discussion 🏛️ Museum Visit 👥 Group Work ✍️ Writing

Warm-Up (10 minutes)

🏛️ Students explore the museum's exhibits on **Women's Suffrage Movements** and **Eleanor Roosevelt** at [wiserighteous.org](https://www.wiserighteous.org). They write **three observations** about what these movements had in common with other movements they have studied in this course.

Activity: Rights Timeline (25 minutes)

👥 Students create a **timeline of key milestones in women's rights**, drawing from the museum exhibits and their own knowledge. For each milestone, they annotate:

- What happened and when
- Who was involved
- How this milestone represents righteous action

Timelines should include at least 6-8 milestones and can be created on paper or digitally.

Discussion Prompt (10 minutes)

💬 *"Eleanor Roosevelt is described as someone who 'advocated human rights and promoted righteous action on a global scale.' What does it mean to pursue righteousness on a global level? Is this different from pursuing it locally? What are the unique challenges and responsibilities of global advocacy?"*

Assessment

✍️ Students write an **opinion editorial (op-ed)** from the perspective of a fictional advocate arguing for a specific right. The op-ed should:

- Be written in a persuasive, public-facing tone
- Use historical evidence from at least one museum exhibit
- Connect the argument to the concept of righteousness
- Be approximately 1-2 pages in length

(See Rubric 2 in Section 8.)



Museum Integration Activity: Movement Mapping

🏛️ 👥 Students create a **visual map** connecting the Civil Rights Movement, Women's Suffrage, and Human Rights Advocacy. The map should show:

- **Shared principles** — What values and beliefs do these movements hold in common?
- **Shared strategies** — What methods did they use?
- **Shared outcomes** — What lasting changes resulted?
- **Points of intersection** — Where did these movements influence or support each other?

Students use the museum exhibits as their primary reference points and add connections from class instruction.

Project Idea: "Righteousness in My Community" Research Project

  Students identify a **local issue** where righteous action is needed and develop a proposal for how they could address it. The proposal should include:

- A description of the issue and why it matters
- A connection to at least one historical movement studied in this course
- A plan of action with specific, achievable steps
- A reflection on what qualities of righteousness the project would require

Projects can be presented to the class or submitted as written proposals. (See Rubric 3 in Section 8.)

Section 7: Unit 5 — Modern Righteousness in Action

Unit Overview

Students explore contemporary examples of righteousness, connecting to the museum's "Modern Righteousness in Action" exhibit. They reflect on how the principles they have studied throughout the course apply to today's world — and how they themselves can practice righteousness in their daily lives. This unit serves as both a culmination and a call to

action.

Duration: 1-2 weeks | **Lesson Plans:** 2 | **Key Exhibit:** Modern Righteousness in Action


Essential Questions

- How is righteousness expressed in the modern world?
- What challenges do modern advocates for justice face that are different from historical ones?
- How can students themselves practice righteousness in their daily lives?

Lesson Plan 5.1: Contemporary Righteousness — Who Are Today's Righteous Leaders?


Duration: 1-2 class periods | **Activity Types:**  Discussion  Museum Visit  Group Work

Warm-Up (10 minutes)

 *"Name someone alive today whom you consider righteous. What makes them righteous? How do you know?"* Students write for 3 minutes, then share with the class. The teacher records responses on the board to build a class list of modern righteous figures.

Activity: Modern Righteousness Research and Presentation (30 minutes)

 Students explore the museum's "**Modern Righteousness in Action**" exhibit at wiserighteous.org.

 Each student or pair selects one contemporary figure or organization that embodies righteousness — either from the museum exhibit or from their own research — and prepares a **2-minute presentation** for the class. Each presentation should cover:

- Who is this person or organization?
- What issue or injustice are they addressing?
- What specific actions have they taken?
- How do their actions connect to the definition of righteousness developed in Unit 1?

Direct Instruction: New Frontiers of Righteous Action (10 minutes)

Lead a brief original discussion of how modern challenges create new opportunities for righteous action:

- **Environmental stewardship** — Advocacy for sustainable practices and climate responsibility as a matter of intergenerational justice
- **Refugee and displacement crises** — Individuals and organizations providing aid, legal support, and resettlement assistance
- **Economic inequality** — Efforts to ensure fair wages, access to education, and opportunity for all
- **Digital rights and information access** — Advocacy for privacy, free expression, and equitable access to technology

Closure (5 minutes)

💬 Class votes on "**Most Inspiring Modern Example of Righteousness**" from the presentations. The teacher facilitates a brief discussion: *"What made this example stand out? What can we learn from it?"*

Lesson Plan 5.2: Becoming Righteous – Personal Action Plans

Duration: 1 class period | **Activity Types:** 🧐 Reflection 🖋️ Writing 💬 Discussion

Warm-Up (10 minutes)

🧐 Students revisit their "**Righteousness Word Wall**" from Unit 1. They review the terms and add any new words, definitions, or concepts they have encountered since the course began. Students write a brief reflection: *"How has my understanding of righteousness changed since Unit 1?"*


Activity: Personal Righteousness Action Plan (25 minutes)

🖋️ Students create a **personal "Righteousness Action Plan"** identifying one area of their life or community where they can demonstrate moral courage, integrity, or responsibility. The plan should include:

Plan Component	Description
Area of Focus	What issue or area will you address? (e.g., kindness in school, community service, standing up against unfairness)
Inspiration	Which figure or movement from the museum inspired this choice? Why?
Specific Actions	List 3–5 concrete, achievable steps you will take


Plan Component	Description
Timeline	When will you begin? What milestones will you set?
Challenges	What obstacles might you face? How will you address them?
Accountability	Who will you share your plan with? How will you track progress?

Discussion Prompt (10 minutes)

 *"After studying righteousness throughout history, do you think the world is becoming more or less righteous? What evidence supports your view?"*

Facilitate a respectful whole-class discussion, encouraging students to reference specific figures, events, and movements from the course.



Assessment: Final Reflection Essay

 **Final Reflection Essay (2-3 pages)** — Students reflect on the entire course, discussing which figure or event from the museum most influenced their understanding of righteousness and why. Requirements:

- Connect the reflection to **at least 3 museum exhibits**
- Reference the student's personal definition of righteousness and how it has evolved
- Include specific evidence from class activities, discussions, and museum exploration
- Conclude with a statement about how the student plans to practice righteousness going forward


(See Rubric 2 in Section 8.)

Museum Integration Activity: "Curate Your Own Exhibit"

  Students design a **proposal for a new museum exhibit** about a modern example of righteousness. The proposal should include:

- **Exhibit title** and a 1-paragraph description
- **Subject** — Who or what would the exhibit feature?
- **Key artifacts or images** — What visuals or objects would the exhibit include? (Students may describe or sketch these.)
- **Visitor experience** — How would visitors interact with the exhibit?
- **Justification** — A 1-paragraph argument for why this example belongs in The Righteousness Museum

Project Idea: "Righteousness Museum Student Gallery"

 Students create their own **mini-exhibit** (physical or digital) showcasing what they have learned across all five units. Mini-exhibits can include:

- The student's completed Righteousness Timeline (from Unit 1)
- Key artifacts from projects and assessments throughout the course
- A personal statement about what righteousness means to the student
- An "Exhibit Label" for each item, written in the style of a museum exhibit description

Student galleries can be displayed at school, shared with families, or submitted to The Righteousness Museum for potential inclusion on the website. (See Rubric 3 in Section 8.)

Section 8: Assessment & Rubrics

The following rubrics provide consistent, transparent criteria for evaluating student work throughout this course. Each rubric uses four performance levels. Teachers are encouraged to share rubrics with students before assignments so that expectations are clear.

Rubric 1: Discussion Participation

Engagement	Actively contributes multiple times; initiates new ideas and builds on peers' contributions	Contributes regularly; responds to peers' ideas	Contributes occasionally; responses are brief or surface-level	Rarely contributes; disengaged from discussion
Use of Evidence	Consistently supports points with specific evidence from museum exhibits, class materials, or research	Usually supports points with evidence; references are generally accurate	Occasionally references evidence; points are mostly opinion-based	Does not reference evidence; points lack support
Respect for Others' Views	Actively listens; thoughtfully engages with differing perspectives; encourages quieter voices	Listens respectfully; acknowledges differing views	Generally respectful but may interrupt or dismiss others	Disrespectful or dismissive of others' contributions
Connection to Righteousness Themes	Consistently and insightfully connects discussion points to course themes of righteousness	Makes clear connections to righteousness themes	Makes occasional or vague connections to themes	Does not connect contributions to course themes

Rubric 2: Written Assignments

Thesis / Argument	Clear, compelling thesis that demonstrates nuanced understanding; argument is well-developed throughout	Clear thesis with a logical argument; adequately developed	Thesis is present but vague or underdeveloped; argument lacks focus	No clear thesis; writing lacks direction or purpose
Use of Historical Evidence	Integrates multiple pieces of accurate historical evidence; evidence is well-chosen and effectively analyzed	Uses relevant historical evidence; analysis is adequate	Limited or inaccurate use of evidence; analysis is superficial	No historical evidence used; claims are unsupported
Connection to Museum Exhibits	Substantively references specific museum exhibits; demonstrates deep engagement with exhibit content	References museum exhibits with adequate detail	Mentions museum exhibits only briefly or generally	Does not reference museum exhibits
Writing Quality	Exceptionally clear, well-organized, and polished; minimal errors; strong voice	Clear and organized; few errors; appropriate tone	Some organizational issues; errors interfere with clarity	Disorganized; frequent errors; difficult to follow
Originality of Thought	Demonstrates independent, creative thinking; offers fresh insights or perspectives	Shows evidence of personal reflection; ideas are the student's own	Ideas are mostly restated from sources; limited personal insight	No evidence of original thinking; relies entirely on repetition

Rubric 3: Projects

Research Quality	Thorough, well-sourced research; demonstrates deep understanding of the topic; goes beyond minimum requirements	Adequate research from appropriate sources; demonstrates solid understanding	Limited research; relies on few sources; understanding is surface-level	Minimal or no research; content is inaccurate or unsupported
Creativity	Highly original and engaging; demonstrates innovative thinking in design, presentation, or approach	Shows creative effort; presentation is engaging	Limited creativity; follows a formulaic approach	No creative effort; presentation is incomplete or generic
Historical Accuracy	All historical content is accurate and well-contextualized; demonstrates nuanced understanding of the period	Historical content is mostly accurate; context is adequate	Some historical inaccuracies; context is incomplete	Significant inaccuracies; historical content is unreliable
Connection to Righteousness Themes	Clearly and thoughtfully connects the project to course themes; demonstrates how the project extends understanding of righteousness	Makes clear connections to righteousness themes	Connection to themes is vague or underdeveloped	No connection to course themes
Presentation Quality	Polished, professional presentation; visually appealing; clearly communicates ideas; strong	Well-organized presentation; ideas are communicated clearly	Presentation lacks polish; some ideas are unclear	Presentation is incomplete, disorganized, or difficult to understand

	delivery (if oral)			

Section 9: Additional Resources & Tips

Facilitating Discussions About Sensitive Historical Topics

Many of the topics in this guide — slavery, racial injustice, political persecution — are sensitive and can evoke strong emotions. Here are strategies for creating a safe, productive classroom environment:

- **Establish ground rules early.** At the beginning of the course, co-create discussion norms with students (e.g., listen actively, speak respectfully, challenge ideas rather than people, honor personal boundaries).
- **Acknowledge difficulty.** Before sensitive discussions, let students know that the material may be challenging. Validate their feelings and remind them that discomfort can be a sign of meaningful learning.
- **Provide opt-out alternatives.** If a student finds a particular discussion overwhelming, offer an alternative reflective writing activity that engages with the same themes.
- **Focus on agency and resilience.** While it is important to acknowledge suffering and injustice, center your instruction on the courage, agency, and achievements of those who fought for justice.

- **Debrief after tough conversations.** Close difficult discussions with a brief check-in: *"How are you feeling? What do you want to carry forward from this conversation?"*

Differentiating Instruction

Learner Group	Strategies
Advanced Learners	Assign additional independent research or deeper comparative analyses Encourage leadership roles in Socratic Seminars Offer extension projects (e.g., writing a research paper connecting multiple museum exhibits to a single theme)
English Language Learners	Provide graphic organizers, vocabulary lists, and sentence starters for discussions and writing Allow use of bilingual resources during museum exploration Pair with a supportive peer for collaborative activities Offer oral assessment options alongside written ones
Students with Disabilities	Provide materials in accessible formats (larger text, screen-reader compatible documents) Offer extended time on written assessments Allow alternative formats for projects (oral presentation, visual display, audio recording) Break longer assignments into smaller, scaffolded steps with check-in points

Cross-Curricular Connections

Subject Area	Connection Ideas
English Language Arts	Pair history units with persuasive writing, personal narrative, or literary analysis of historical fiction; use museum exhibits as mentor texts for descriptive writing
Art	Students create visual art inspired by museum exhibits — portraits of righteous figures, symbolic representations of justice, or exhibit design projects
Government / Civics	Connect the Magna Carta and Civil Rights units to constitutional principles, civic participation, and the legislative process; use Eleanor Roosevelt's advocacy as a case study in international governance
World Languages	Research how righteousness is defined and expressed in different languages and cultures; explore Gandhi's or Mandela's writings in their original languages (for advanced students)

Connecting with The Righteousness Museum

Museum Resources for Educators

- **Virtual Field Trips:** The Righteousness Museum offers guided virtual tours of its online exhibits for classes. Contact the museum through wiserighteous.org to schedule a visit.
- **Guest Speakers:** The museum's education team is available for virtual guest presentations on topics related to righteousness, moral courage, and historical justice.
- **Student Exhibit Submissions:** Outstanding student work (with

appropriate permissions) may be considered for inclusion in the museum's "Student Gallery" section online.

- **Latest Exhibits:** Visit **wiserrighteous.org** regularly for the latest exhibits, educational resources, and updates to the museum's collection.

Final Encouragement

Teaching about righteousness is not just about conveying historical facts — it is about helping students develop the moral imagination to see themselves as agents of positive change. The stories in this guide and in The Righteousness Museum are more than history. They are invitations to act with courage, integrity, and compassion in every area of life.

Thank you for bringing these stories to your students. We are grateful for your partnership.

— *The Education Team, The Righteousness Museum*

Section 10: Copyright & Usage Notice

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For questions, feedback, or to request additional educational resources, please contact the museum's education team through the website.

*Teaching Righteousness Through History — A Comprehensive Teacher
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