

UNIVERSITY OF ALBERTA

MAKING CONNECTIONS FOR LEARNING: THE TEACHER-LIBRARIAN AND
THE CANADIAN MUSEUM FOR HUMAN RIGHTS

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Dedication

I dedicate this paper to my husband Vern for his tireless patience, endless support, encouragement, and fantastic home-cooked meals that sustained me through the capping paper process.

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Making Connections for Learning:

The Teacher-librarian and the Canadian Museum for Human Rights

"Most museums have galleries. This one offers a journey"

(HumansRightsMuseum's Channel)

INTRODUCTION

The Canadian Museum for Human Rights (CMHR) is located in downtown Winnipeg and is scheduled to open in April 2013. It has the distinction of being the first national museum located outside of Ottawa, but that won't be its most enduring claim to fame. "One of the cornerstones of the Canadian Museum for Human Rights is a funded national student travel program that will bring up to tens of thousands of students to the Museum each year, and interact with thousands more via the Internet and traveling exhibits" (Friends of the Canadian Museum for Human Rights [Friends of the CMHR], 2008). Unlike other museums, the CMHR has no collection, but will house a few artifacts. The stories and participants themselves are the collection (Jubenville, 2010; Lett 2010). Technology will take a significant role in bringing to life the stories and human rights themes.

My Stories

It's hard to imagine anyone who doesn't have one or more human rights stories. I have several. The one that is etched in my memory of my childhood years is how my Mennonite father's family was chased out of Russia after several years of witnessing human rights violations and political persecution. Responding to advertisements of free fertile land and a better life, my Grandma and Grandpa along with their parents and siblings immigrated to Canada and settled on what turned out to be barren bits of land in Saskatchewan. My father marked many supper times with remembrances of cold and hunger.

My sense of justice for human rights violations was further tweaked at 12 years old living close to the foul environment in Whitney Pier, N.S. We were living on a nearby army base near this small blue-collar town beside the petroleum coke processing plant near Sydney, N.S. My older brother was sent by bus to the church-run middle school in Whitney Pier. He would come home and tell us stories of the nuns climbing onto the roof of the school to shovel off the accumulated soot 2-3 times a year. Once when I was shopping in Whitney Pier I saw a teenage boy spit up blood on the sidewalk. None of the friends he was with or any of the other people passing by seemed to think that was unusual or cause for alarm. Lung disease caused by inhaling soot from the coke processing plant was that prevalent.

My husband and children are Métis. Our extended family members are still feeling the repercussions of hundreds of years of colonization and opportunities denied. I can recognize the legacy of the failed strategy of residential schools of the Canadian government to assimilate Aboriginal children to mainstream culture and social reality. Rather than assimilation this strategy has resulted in the dismantling of culture, destruction of families, divided communities and loss of children from families and communities, evidenced in alcoholism, suicide, poverty and despair. I've personally gained a deeper understanding and keener appreciation of an Aboriginal perspective and indigenous human rights over the past 20 years while following my husband's career as he teaches Aboriginal perspectives and advocates for Aboriginal-sensitive social policy.

One may wonder how these three stories are human rights stories. This will become clearer as this paper unfolds. These stories are a part of my personal experience, knowledge, and me. But before researching and writing on this topic, I didn't necessarily identify them as human rights stories. It took a lot of thinking and reflecting to see them as such. Recognizing them as

human rights stories helps me see other human rights violations through what is identified on the CMHR website (2010) as a human rights lens.

My Work

I'm currently the teacher-librarian at an Adult Education High School in urban Winnipeg. Our demographic of students includes new immigrants to Canada, including several from war-torn countries. Many of our students are Aboriginal. Others are disabled or otherwise disenfranchised. Over my years at my current school I've heard and read horrifying stories of the brutality of war and life in refugee camps. I've sat with Aboriginal students and heard the humbling stories of the destruction of self and families as a result of the residential school system. I've heard and read stories of bullying, harassment and exclusion from other students.

I believe educators understand that many of the forces that allow human rights violations to continue are played out at the macro level of our society, and that as individuals we feel we are somewhat powerless to change the circumstances. Like many educators I'm always on the lookout for ways to make a difference by educating and empowering students to make those changes in the future, and by creating opportunities for change within our school communities. For example, I'm the chairperson of a committee at my school resulting in the recent building of the Medicine Wheel Teaching Garden to provide a stage and context for including an Aboriginal perspective, global education, healing, and sustainability in education.

The school division that I work within has recently adopted a division-wide focus on inclusion and respect for the vast diversity of our student population. In January 2010 entertainer Fred Penner took notice of the diversity of our student body and asked to meet with a group to write a song entitled "Diversity." He subsequently performed this song for the Queen on July 3, 2010 as she visited the site of the upcoming Canadian Museum for Human Rights (CMHR).

There is an increase in interest and awareness of the importance of human rights amongst staff and students at my school and throughout all of Winnipeg as we watch the museum being built. Many local newspaper articles refer to possible human rights violations as particularly troublesome in the shadow of the new CMHR. In October 2010 the valedictorian at the University of Winnipeg convocation blasted the University for ignoring its own commitment to human rights and bestowing an honorary degree to a local politician known for, among other things, his opposition to gay marriage (Welch, 2010). A group of protesters to “Bodies: The Exhibition” note that the exhibit used human cadavers without any proof that permission was granted for that purpose. Organizer Cathy Rocke objects by claiming “We’re supposed to be holding ourselves up as a city with the new museum for human rights” (Martin, 2010, p. A5).

Personal Narrative as Story

Knowledge of the importance of personal narratives and story is important to guide learning at the CMHR. As teacher-librarian, I already enjoy a long and continuing history as the keeper of stories and proponent of storytellers. Teacher-librarians are well aware of personal narrative as story, and the importance of story. We know, and as King (2003) repeats in his moving narrative *The Truth About Stories*, “the truth about stories is that that’s all we have” (p. 2, 32, 62, 92, 122).

In *A Whole New Mind: Why Right-Brainers Will Rule the Future*, Pink (2005) helps us understand the recent changes that are shaping our world. Pink identifies six essential aptitudes or senses for learners in the conceptual age: design, story, symphony, empathy, play and meaning. Pink explains how “personal narrative has become more prevalent, and perhaps more urgent, in a time of abundance, when many of us are freer to seek a deeper understanding of ourselves and our purpose” (p. 115).

Bowers (2009) writes about the importance of preserving narrative and story to reinforce values and “carry forth the collective memories of how to live in morally coherent relationships with others” (p. 409). Indigenous cultures around the world continue to participate in the oral tradition as a means to socialize and pass on their cultural history to future generations. In my experience I’ve seen how Aboriginal oral traditions still carry on today in the form of stories, legends, songs and sacred teachings. Teacher-librarians are well known proponents of the importance of stories; both oral and written.

The Changing Information Landscape

Valenza (2007) makes a compelling case for the teacher-librarian as a school information literacy specialist to be prepared for the changing information landscape as we enter the first decades of the 21st century. The CMHR is literally changing our landscape as Winnipeggers watch the magnificent museum, designed by world-renowned architect Antoine Predock, being built and changing the skyline of our city. The concept of changing landscape is also a metaphorical one, as the promotional videos of the upcoming museum promise the use of virtual displays and the use of the most innovative technologies (Friends of the CMHR, 2009). Even as the museum is being built, development of the content, architecture and programming is well under way. It will tell the stories of those who have lived through troubling times using cutting-edge technology (Canadian Museum for Human Rights [CMHR], 2010; Friends of the CMHR, 2009). The CMHR is an idea museum, involving no single interpretation and allowing for many perspectives and points of view (CMHR, 2010; Jubinville, 2010; Lett 2010).

Teacher-librarians have long understood and appreciated the importance of story and storytelling for a sustainable world. Now as we enter a new interconnected technological world, we as teacher-librarians need to ask ourselves if we’re prepared to meet the challenges of our

evolving information landscape in preparation and anticipation of facilitating learning at the cutting-edge CMHR.

Through completing the process of writing this paper I'm hoping to reflect upon human rights in my personal and professional life to determine how educators can use the resources at the upcoming CMHR to help our students learn and appreciate how human rights issues affected people throughout the past, in the present, and into the future. Throughout this paper I answer the question, "*What do teacher-librarians need to understand about human rights and guided inquiry in order to fully facilitate student learning at the new and cutting-edge CMHR?*"

Three main sub-questions emerge from my review of the professional and scholarly literature.

- How are human rights pertinent to education and teacher-librarianship?
- What is important to know about guided inquiry in order to fully guide learning at the upcoming CMHR?
- What is the content at the CMHR and how will it assist educators to achieve the goals of human rights in education?

In the final section of this paper and through reflection of my own stories as an example, I hope to illustrate how guided inquiry can allow students to reflect upon and incorporate new understandings of human rights issues into their belief systems. It is my intent to share ideas and strategies to support students as they connect to human rights issues personally, and reflect on social conditions with a human rights lens. It will be made apparent how by working together educators can create the stage and atmosphere for transformative learning experiences to take place which enable students to not only see human rights violations, but ultimately take action.

LITERATURE REVIEW

Firstly, through the literature review I will explore what is important for teacher-librarians to know about human rights and which human rights themes have been identified for content at the CMHR. Secondly, I will explore what is important for teacher-librarians to know about guided inquiry, including its roots in constructivist theory, its connections to 21st century learning and information literacy, the importance of collaborative teaching teams to guided inquiry, and how all this is important to help students understand and connect personally to the content at the CMHR.

Human Rights

“It is our vision to educate a generation of children who will see it as their responsibility to protect the human rights of all; who know that they can and do make a difference in this world.”
(Ontario School Library Association)

The Universal Declaration of Human Rights (UDHR) was adopted in 1948 following the Holocaust of World War II to promote “universal respect for and observance of human rights and fundamental freedoms for all without distinction as to race, sex, language or religion” (United Nations [UN]). It continues to provide the cornerstone of our understanding of human rights today.

The UDHR includes five categories of human rights: civil rights, political rights, economic rights, social rights and cultural rights (Ross & Gupta, 1998). Article 1 serves as the basis for the UDHR, “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood” (UN, 1948). Some may say this concept of equality is impossible given the long standing and entrenched systems of inequality such as hierarchy, class and caste systems around the world. Yet the concept of human rights has gathered momentum over the past few decades in

both the political and social arenas (Ignatieff, 2007; Moyn, 2010). Additionally, there is a body of evidence that demonstrates how equal societies are better in terms of health and happiness for everyone including the rich and privileged. In their book, *The Spirit Level: Why Equality is Better for Everyone*, Wilkinson and Pickett (2010) demonstrate how there is an increase in many social ills including violence, teen pregnancies, obesity, anxiety and other mental illnesses in countries with higher levels of social inequality, and an accompanying decrease in life expectancy and happiness. Their findings show that these social ills are affected more by how unequal the society is perceived than by how wealthy it is, and make a compelling case for political reforms towards more equal societies. Pink (2009) and WuDunn (2010) point out that contributing to a cause greater than ourselves is one of the few ways to enhance happiness in an affluent society.

Human Rights and Education

A comprehensive curriculum includes human rights education woven throughout the student's educational life. As Ross and Gupta (1998) point out, people who understand their human rights "are better able to protect the rights of themselves and others" (p. 377). In addition the United Nations (UN) describes human rights education as "a lifelong process by which people learn respect for the dignity of others and the means and methods of ensuring that respect in all societies" (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2010). In support of the idea that people must understand human rights to be better able to protect them, Sefa Dei and Calliste (2000) maintain "education is an important mechanism for promoting social justice" (p. 73) and that it is a privilege and responsibility for the teacher to weave social justice through their curriculum (p. 164). In Manitoba, Canada human rights issues are woven throughout Grade 1-8 curriculum documents (Manitoba Education, n.d.) with special emphasis in Grade 9

(Manitoba Education, 2006). The Western Canadian Protocol Common Curriculum Framework makes specific reference to the concepts of human rights as foundational to the K-12 curriculum by stating that social studies allow students to develop the capacity to:

- value the diversity, respect the dignity, and support the equality of all human beings;
- develop a sense of social compassion, fairness, and justice;
- recognize, speak out, and take action against injustice as it occurs in their schools, communities, Canada, and the world. (p. 7)

All educators must also understand that even as we attempt to improve conditions, the opposing forces of globalization at the macro level continue to undermine human rights at the micro level. Structural adjustments are needed to counter the supports now in place to secure and power the consumer-driven market economy. These supports include cuts in government funding, freezing wages, privatization of natural resources, and removing of restrictions for corporation benefits. All this leads to the further decimation of human rights for most of the world's population (Auerbach, 2010).

Pink (2009) asserts a contradictory notion that “today’s educational systems and corporate worlds demonstrate an understanding that to engage the hearts and souls of their learners and workers they also need to appeal to ideals such as truth, justice and sustainability” (p.139). Pink further asserts that this heightened awareness of the need to connect to a larger purpose is going to help re-make our world.

The UDHR (United Nations, 1948) provides a mandate to educators and education reflecting Pink’s ideas through Article 26(2) that makes special provisions for educational rights:

Education shall be directed to the full development of the human personality and to the

strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

A second pertinent section of a universal human rights document is found in Article 29 of the *Convention on the Rights of the Child* that explains the specific educational rights of children. Article 29 is included in its entirety here.

1. States parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment. (Office of the United Nations High Commissioner for Human Rights, 1989)

Moyn (2010) describes human rights as a utopian ideal to which to aspire; “not so much an inheritance to preserve as an invention to remake” (p. 9). What better way to capitalize on the insurgence of interest in a better world that Pink speaks about than by connecting student learning to that larger global ideal utopia where human rights are respected locally and internationally?

In *The Rights Revolution* Ignatieff (2007) makes the argument that “reconciling group and individual rights is not easy” (p. ix), and that human rights often conflict (p. 9). Canadians tend to regard human rights more often as group rights, rather than individual rights that need protecting

as they are regarded in many countries (p. 8). In order to make real change, this collective consciousness that views human rights as they pertain to the collective is important if substantial and sustainable change towards the ideal of human rights for all as outlined in the UDHR is desired. This would suggest that The CMHR is well situated, and that the Canadian collective consciousness necessary to set the stage for students to take responsible action in the local and global fronts is in place.

The Teacher-Librarian and Human Rights

The CMHR (2010) development team acknowledges the importance of education, the teacher's perspective and the teacher's close relationship to students and places emphasis on developing content and programming for youth to make the greatest impact upon society. The United Nations Educational, Scientific and Cultural Organization (UNESCO) /International Federation of Libraries Association (IFLA) School Library Manifesto fully supports the notion of the school library as central for upholding the tenets of human rights (2000).

The Canadian Library Association position statement on intellectual freedom asserts: libraries have a basic responsibility for the development and maintenance of intellectual freedom. It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. (1985)

Samek (2004) finds that the "potential for the development of human rights" within school libraries is dependent upon many external factors. Many of these factors are as a result of the social and cultural milieu of the country, community and school, and therefore outside of the teacher-librarian's control. Yet wherever it is reasonable, the critical teacher-librarian is looked upon to take leadership in controversial issues, such as protecting marginalized groups and

ensorship (Ford, 2006; Samek, 2004). When conditions permit, and as Fogarty (2006) observes, teacher-librarians working with teachers in schools “are in a unique position to play a key role in students’ human rights education” (p. 6).

Content at the CMHR

The mandate of the museum is “to explore the subject of human rights, with special but not exclusive reference to Canada, in order to enhance the public's understanding of human rights, to promote respect for others, and to encourage reflection and dialogue” (CMHR, 2010). Content has not been finalized, but consultations and the content advisory committee have identified the following themes: “Indigenous Peoples, Language Rights, Migration, Immigration, Gender, Race, Religion, Labour, Sexual Orientation, Disability, Health, Economy, Food, Water, Children, Education, Environment, Poverty and Age” (Murray, 2010). As an example of how content will continue to shift, CMHR president and CEO Stuart Murray, in a letter to the editor of the *Winnipeg Free Press*, added “mass atrocities” as one of the recurring themes (Murray, 2011). This is in response to the Ukrainian communities’ request that The Holodomor and internment of Ukrainians during World War I be included in a permanent display. These twenty identified themes will be woven throughout twelve exhibit zones: Welcome Zone, Introduction to Human Rights, Indigenous Rights, Canada’s Human Rights Culture, The Canadian Challenge, The Holocaust, The Human Rights Revolution, Mass Atrocity, The Forum, Human Rights Today, Eye on the World and the Hall of Commitment (CMHR, 2010b).

J. Dueck Director, Content, Research, and Scholarship maintains there will be a focus on plain language and accessibility (personal communication, July, 2010). The CMHR “will not discriminate by age and will have ways to accommodate children in the Museum” (Islam Khandaker, 2010). Although content will continuously shift, the Museum will include these, or

similar zones, as it continues to honour its mandate.

Guided Inquiry

You reach a point where all of a sudden you become the subject of the museum.”
 – Ralph Applebaum, Journey Designer for the CMHR (HumansRightsMuseum’s Channel)

Guided Inquiry and Constructivism

Guided inquiry is “inquiry that is guided by an instructional team to enable students to gain a depth of understanding and a personal perspective through a wide range of sources of information” (Kuhlthau, 2010, p. 2).

Kuhlthau, Maniotes and Caspri (2007) explain that guided inquiry is a process of construction and personal meaning making and that “Guided Inquiry has a solid theoretical foundation grounded in the constructivist approach to learning. It is based on the work of Dewey, Bruner, Kelly, Vygotsky, and Piaget” (p. 13). John Dewey’s theory of learning places emphasis on the learner’s prior knowledge and the individual’s quest to learn more. Constructivists explain that learners build knowledge by incorporating new knowledge into their existing understandings, which through reflection results in deeper understanding (p. 14). Allowing students to reflect on their learning must be emphasized and is to be stressed at each stage of the inquiry process (Alberta Learning, 2004, p. 10).

Recognizing constructivist theory in guided inquiry to guide students towards envisioning something better than what currently exists in society is explained in Rorty’s *Philosophy and Social Hope* (1999). Rorty explains “Dewey wanted to shift attention from the eternal to the future and to do so by making philosophy an instrument of change rather than of conservation” (p. 29), and thereby replace our current reality with hope (p. 32). Of importance and relevance to human rights education, “Davidson . . . and Dewey agree that we should give up the idea that knowledge

is an attempt to *represent* reality. Rather we should view inquiry as a way of using reality” (Rorty, 1999, p. 33).

Wiggins and McTighe (as cited in Alberta Learning, 2004, p. 15) note “the most successful curriculum inquiry projects emerge from topics that are of personal interest to the students.” When educators employ constructivist approaches to support learners to make meaning for themselves, there is an increase in student understanding (Barranoik, 2003, p. 24). Ward (2006) maintains that helping students connect personally with the subject matter takes time and attention to allow critical thinking to develop (p. 401).

One way to allow students to connect personally is through the use of stories and personal narrative. “Stories have the power to engage students emotionally in a way that makes the process more real” (Kuhthau, Maniotes & Caspari, 2007, p. 73). Content at the upcoming CMHR idea museum is in itself based on an intensive nation-wide process that involves the gathering and sharing of human rights stories (CMHR, 2010a).

Needs and Characteristics of 21st Century Learners

How do we know our youth will be motivated and interested to find a personal connection to or learn more about human rights issues? Asselin and Dorion (2008) have developed a framework that gives “perspective on what learners need to learn to participate in the global, networked society” (p. 8). This framework includes Technological Literacy, Inquiry and Problem Solving, Critical Literacy, Ethics and Social Responsibility, Creativity and Representation. Asselin and Doiron (2008) continue to describe ten characteristics of today’s youth. Four of the characteristics that stand out as applicable when studying human rights are:

Interactive participants. The young of the Information Generation are not passive observers of the world. They are interactive participants who accept change and innovation as part of their daily life.

Take action approach. They are upfront about what needs to be done and they prefer a take-action approach rather than waiting for conditions to be perfect.

Passionately tolerant. The youth of the Net Generation are passionately tolerant of various lifestyles and life choices . . . Their backyards are the world, not just the local neighbourhood.

Force for social transformation. The Net Generation holds the potential for great social transformation through their engagement and leadership in a wealth of current and global issues. (pp. 5-6)

Palfrey and Gasser (2008) note “seeds of change” (p. 270) in how today’s youth are using the internet and social media to give voice to global issues in at least two ways. One way is by the use of cell phones to capture photos and videos during incidences of violence, social upheaval and turmoil to share events as they happen with a global audience. A second way is through the use of interactive and collaborative Web 2.0 technologies such as wikis and blogs that give individual youth a voice outside the traditional political arenas. Today’s students need and deserve an education that incorporates responsible use of the new technologies, and allows for transformative learning to take place.

Guided Inquiry and Information Literacy for the 21st Century Learner

The content at the CMHR will be developed for today’s learner, using today’s learning tools, and will be consistent with the goals of human rights education to ultimately inspire students to make change in today’s world. Learning will also need to be consistent with today’s new curricula that emphasize process-oriented information literacy strategies. “Consistent and comprehensive implementation of information literacy programs is critical for 21st century learners” (Asselin, Branch & Oberg, 2003, p. 9).

Kuhlthau, Heinström and Todd (2008) examine the Information Search Process (ISP) as a model in today’s “technologically rich information environment” and find that it is even more

important today (abstract). “The use of the driving question to create meaning and direct information seeking is absolutely crucial given today’s easy access to information” (p. 4).

Additionally, Kuhlthau (2010) notes there is a need to move away from teaching how to use technology to using the technology in authentic and meaningful ways (p. 3). Valenza (2007) points out that it’s important to teach to students’ preferences, utilize the best communication tool for the project and use the technologies with which the students are most comfortable (p. 105). Teacher-librarians are among the “broader library community [that] is leading the way in responding to the changes propelled by Web 2.0 and expressing the road to change with innovative media” (Asselin & Doiron, 2007, p. 13).

Transformative learning focuses on meaningful inquiry and makes use of contemporary technologies. Meaningful inquiry allows students to make personal connections and connections to previous knowledge in order to create new understandings (Gini-Newman, 2010, p. 1; Ward, 2006, p. 398). And when students are engaged in meaningful learning around global issues such as human rights there is a “heightened awareness of oneself within a global context” (Gini-Newman, 2010) and the potential for transformative learning situations exists (p. 2). This makes the possibility of students taking action towards creating better living conditions around the world all the more real.

Based on over 20 years of research, Kuhlthau (2010) makes connections between the importance of information literacy, collaboration, community resources and use of 21st century technologies for students in the 21st century. Guided inquiry is identified as an efficient model for teaching and learning in today’s society (p. 6).

Guided Inquiry and the CMHR

Students need to connect to the subject matter and content of the CMHR so that they may be able to understand the importance of human rights in their lives. Guided inquiry, with its emphasis on constructivist learning, allows students to bridge knowledge of history to the significance to their own lives in today's society, and provides an avenue for hope and change. "Although it is important for students to understand the accomplishments of the past, it is also necessary for them to continually explore new ideas to ensure both individual and societal growth and development" (Barranoik, 2003, p. 26).

The Museum's focus on connection to personal history is evident in the architecture and content. The Museum offers infinite opportunities for choice in which areas to pursue, and the vastness of the museum necessitates that students choose their own inquiry question. Jubinville (2010) reports the length of the ramps and pathways will total more than a half a mile in length. It is not meant that visitors follow all pathways, but rather choose the zones of most importance and interest to them.

Reflection is a key component of the inquiry process. Reflection is also a key component of the architecture and content of the CMHR. There will be areas to dialog and reflect throughout the museum (Jubinville, 2010). For example, the tower of hope and the reflection pool are key areas of the museum that also emphasize and reinforce the importance of reflection.

The CMHR "will feature cutting edge technology, to tell stories about every day heroes and heroines amidst a backdrop of awe-inspiring spaces" (CMHR, 2009). Lett (2010) reports on the interactive ports that employ the internet, touch computer screens, digital multimedia and electronic chip cards that will guide visitors through the Museum. Videos posted on Youtube refer to the use of new media including personal technological devices (HumansRightsMuseum's

Channel 2010 2:45). The CMHR website already makes use of Web 2.0 social media such as YouTube, Twitter, Flickr and Facebook. For example, visitors with images of the construction site are encouraged to upload and add them to the CMHR Flickr group (CMHR, 2010).

Additionally, all people are invited to share their human rights story, from wherever they are in the world.

A Collaborative Teaching Team

Kuhlthau (2010) asserts that teachers cannot incorporate guided inquiry in their teaching alone, but instead “calls on the collaborative expertise of librarians and teachers” (p. 3).

A number of studies have found that when teacher-librarians and teachers work together, students achieve better results (Alberta Learning, 2004, p. 25; Canadian School Library Association, 1997, Introduction; Montiel-Overall, 2007, p. 19-20; UNESCO, 2000). Sawyer (2001) notes that teachers who collaborate also learn and grow as teachers (p. 13).

According to Kuhlthau (2010) “the main purpose for teaming is to take full advantage of the expertise in the school and community” (p. 6) including experts from libraries and museums.

A guided inquiry team is needed to work together to observe when a learning need such as confusion and uncertainty arises so they can intervene (Kuhlthau & Maniotes, 2010). A number of scholars agree that emotions play a significant role in directing thinking and action throughout the constructive process of learning (Kuhlthau, 1991, p. 362; Kuhlthau, C. C., Heinström, J., & Todd, R. J., 2008, p. 9; Kuhlthau, Maniotes & Caspri, 2007, p. 15) . Kuhlthau (1991) explains the importance of using strategic interventions during the initiation, selection and exploration stages of the ISP to address the negative emotions related to affective domain during these stages (p. 366). The ISP, a basis of guided inquiry, continues to provide “essential intervention at critical points in the inquiry process that fosters deep personal learning”

(Kuhlthau, 2010, p. 5). Knowing that feelings of “uncertainty and doubt” frequently increase during the initial stages of guided inquiry, becomes more important when guiding students through inquiries dealing with issues that are as emotionally charged as human rights.

Summary

What does a teacher-librarian need to know about human rights? He/she must know the UDHR, especially how it relates to education and the rationale for including human rights throughout curriculum. The literature related to human rights and teacher-librarianship reveals teacher-librarians need to understand the potential role of the school library as a centre for human rights.

What does a teacher-librarian need to know about guided inquiry to fully facilitate learning at the CMHR? Today’s teacher-librarians need to understand the guided inquiry process including its roots in constructivist theory and the benefits to student learning to help students connect personally to human rights. As demonstrated in the literature review, this leads to an understanding of how guided inquiry as a way of thinking about life and learning is the best way to achieve information literacy skills for the 21st century. The 21st century teacher-librarian needs to be comfortable with the new technologies including the new collaborative web 2.0 tools and other new media. Teacher-librarians and teachers need to know the importance of teaching and working in collaborative teams, and how to guide students to do the same. Finally, today’s teacher-librarian needs to know and believe in our youth’s passionate tolerance and social consciousness as a force for social transformation.

What is the content at the CMHR and how will it assist educators to achieve the goals of human rights in education? The CMHR has initiated an intensive process to gather and re-tell human rights stories. Twenty themes have been tentatively identified from this collection of

stories. As will be demonstrated in the next section of this paper, these themes can be useful to guide student thinking and allow them to connect personal stories to larger issues. And for those able to visit the museum in Winnipeg, twelve exhibition zones will be set up to assist students to delve deeply into these issues in highly technological, interactive and collaborative spaces.

With specialized knowledge in human rights, guided inquiry, and understanding of the resources at the upcoming CMHR, the teacher-librarian is uniquely situated to support teachers and students as they learn more about human rights issues affecting society.

REFLECTION AND SHARING

It always seems impossible until it's done.

— Nelson Mandela

Given the complexity of human rights issues, it's apparent that a teacher-librarian needs to be equipped with crucial understandings of human rights and guided inquiry. It follows that there needs to be a great deal of preparation with students in order that they gain meaning and ultimately develop the capacity to take action on human rights issues. The suggestions I include below are meant for teacher-librarians and teaching partners as they prepare and guide students while learning about human rights. Teaching partners could include a teacher-librarian, a classroom teacher and other collaborating partners. Other partners could be teaching staff, outside experts such as a museum staff member, or a local human rights educator. The suggestions begin with the idea of creating an appropriate classroom culture, continue with the identification of several possible approaches or strategies to enrich the guided inquiry process, and conclude with ideas about how to ultimately inspire students to take action and make change.

A Classroom Culture Conducive to Human Rights

The most important contribution a teacher can make to a student's understanding of human rights is to create a respectful environment conducive to guided inquiry and respectful of

the rights of the students. No student can learn about human rights in an environment that does not first respect and promote a culture of human rights. In turn, the socio-economic and political structures around the world will require leaders with a strong understanding of the importance of a human rights culture for global sustainability. This is where the crucial role of education retains the strongest hope for all our futures.

But what about the truth and reality that along with rights comes responsibilities? This basic understanding cannot be understated. Appendix A lists selected websites for learning more about human rights. One of the activities listed in the Manitoba Education Grade 9 Social Studies site includes discussion starters detailing the importance of understanding one's responsibilities alongside one's rights. This will help stem any misconceptions that human rights are about individual human rights, but that collective human rights are, and have to be, the focus for universal human rights. Although meant for older students, this resource can be modified to meet the needs of younger students. Appendix B includes websites specifically to help guide young children's understandings around human rights issues.

Connecting Personally to Human Rights Issues

A review of the literature on guided inquiry and its roots in constructivist learning theory reveals the importance of connecting personally to the subject matter and pre-existing knowledge in order to move learning forward.

Viewing the World Through a Human Rights Lens

Students can be guided to view the world through a human rights lens. One way is by allowing students to reflect, remember, and identify a personal connection or story to a human rights theme. In my personal case, reflecting upon the themes and zones of the upcoming CMHR allows me to identify the human rights stories in my life (see Appendix C).

When I reflect on the theme of immigration and migration, I understand the story of my grandparents being forced off their land as a human rights story for the first time. I more fully understand the human right to a healthy environment as I recall the foul air around the coke manufacturing plants in Whitney Pier, Nova Scotia. I understand that Aboriginal and Indigenous human rights infractions continue today. I understand the need for maintaining treaty rights and healing the legacy of the residential schools. I also understand the stories of colonization and marginalization are repeated all around the world for Indigenous Peoples.

Educators need to be prepared for the possibility that the personal human rights issues that students identify may conflict. For example new immigrants' rights may conflict with Indigenous rights. In my own experience, my grandparents' right to a home conflicts with the rights of Canada's Indigenous Peoples' to their home, which had been expropriated for the use of newcomers to Canada. A second example of how human rights can conflict is how the right to freedom of expression can conflict with another's right to freedom from persecution. Some may think that their right to freedom of expression allows them to denounce others' beliefs. As noted in the literature review, Ignatieff (2007) states human rights often conflict (p. 9) and educators need to be prepared to confirm this to be the case.

Helping Students Tell Their Story

The Canadian Museum for Human Rights (2009) has placed a plea on their website to "share your human rights story" through an online submission form. This is another possible way to allow students to connect personally to the content at the CMHR. From my experience working with marginalized students and students from war-torn countries, it's important to let them know that if a story is too painful for them to tell, they may decide to tell a different story, or choose another avenue to learn more about human rights.

One way to spark interest for students to tell their story is by inviting a storyteller to a school or classroom. Some storytellers will also facilitate students to choose a topic and begin to write or tell their own story.

For those interested in telling their story, it's important to note that stories can be told in words alone, or in words, images and sound. Digital storytelling is growing fast as a form of creative expression. When guiding students to tell their stories using digital storytelling tools, it's important to stress that the story drives the digital story, and that the multimedia tool doesn't overpower or become the focus of the storytelling project. There are some tools that are free, but in those cases it's often the case that the author has little control or flexibility over the creative means to portray the subject matter. Some students may want a digital storytelling tool that allows them to customize the look, feel and sound of their digital story. Some possible video and storytelling software, as well as web 2.0 tools, that students may consider using to tell their story are listed in Appendix D.

Preparing to Visit the CMHR

Based on the videos and literature on the upcoming CMHR, we know that new technologies are going to play a big part in the visitor experience. Visitors will be encouraged to use their personal electronic devices to upload multimedia information on topics of interest. Visitors are already encouraged to join the conversations started up in the CMHR collaborative technological spaces such as YouTube, Twitter and Facebook. It's important that educators guide and coach students in the appropriate use of these technologies before and during a visit to the museum. It's important that educators take time before visiting to guide students to understand the responsible and appropriate educational language and tone of their electronic conversations. This is an extension of creating a climate for human rights education that will also inform their

live conversations and reflections, but bears extra attention in regards to electronic conversations where students may need extra guidance to ensure conversations continue to be appropriate for an educational purpose and setting.

Additionally, when working with students in preparation to visit the museum it's important they have a purpose or driving question to guide their journey. Now that I consider my stories in the context of the larger themes of human rights and immigration, human rights and environment, and Indigenous rights, I can see which exhibit zones at the CMHR (see Appendix E) will be of most interest to me and help me create further questions about those human rights issues. It's important to keep in mind that the themes will overlap through the exhibit zones. It's also important to choose only one human rights story or theme to explore at any given time. It is not meant or even possible to explore each zone in one visit simply because of the size and the breadth of the museum.

Making Change for a Better World

As was made apparent in the literature review, today's youth have a passionate tolerance for human rights issues and a strong will to make a better world. The question remains whether educators still have a role in guiding students to make the connections between their learning and taking action in today's world. I believe we do, based on the journey that I underwent while studying this topic. Understanding my stories in the larger context of human rights themes allows me to consider a better reality for those who are also affected by those human rights issues. My grandparents' story of immigration and migration is being repeated in many ways today. What can I do to help make sure that people don't have to re-start their lives in another country? If they do have to migrate, are the conditions in their new country hostile and subpar, or welcoming and respectful? The story of how people are stuck living in unhealthy environments is being repeated

in my own province of Manitoba in many northern communities where lack of running water, substandard housing and lack of fresh food creates unhealthy living conditions. What can I do to help? How can I protect Indigenous knowledge and ways here in Manitoba, Canada, and around the world?

Students can similarly be guided to ask questions to inform how they will reflect on those themes of most importance to them and ultimately take action. Appendix F lists sample reflection prompts for students to consider in their reflection journals at various stages of the guided inquiry on human rights, leading up to allowing students to see themselves as agents of change.

Human Rights Activists

One way to provide inspiration and examples for taking action for students is by studying human rights activists. Appendix G lists book series of human rights activists that may be used as a starting point for further research on some of our most inspiring human rights activists.

A strategy for helping students connect personally to the work of human rights activists is by providing students with a list of quotations similar to the ones provided in Appendix H. Students are asked to choose one quotation, and explain in their own words what that quotation means to them personally, then find out more about the activist behind the quote.

Taking Action

A world where human rights reign internationally is a utopian ideal. As demonstrated in the literature review, many forces at play in the current economic and political fields are working against this ideal. Yet as educators we can, and in many cases already do, create the conditions to facilitate our youth's passionate desire to effect positive change. Many collaborative groups of educators lead social justice action groups within schools such as "Highly Aware Students

Taking Action” or gay-straight alliances. Examples of organizations offering networking opportunities for teachers and students are found in Appendix I. Educators can also follow the CMHR Twitter to connect with other educators studying or planning to study human rights and create a connection to other classes via video networking, blogs or other social networking sites to create safe, “gated” communities of inquiry around the world. Many of the organizations listed in Appendix I also offer ideas and opportunities for students to take action towards local, national and universal human rights.

Closing Thoughts

After learning about making connections for learning at the CMHR, I’m even more interested and committed to visit when it opens its doors in 2013. I may be one of the first visitors! When I do visit I’ll be learning more about the human rights issues that are a part of my personal experience. Over time and over several visits I’ll be learning more about immigration and migration issues facing new Canadians and Canada today. I’ll be investigating what actions are being taken to alleviate the unhealthy and unsafe living conditions facing Aboriginal people living in northern communities. I’ll be learning about actions being taken to heal the devastating legacy of residential schools on today’s Aboriginal families. However my most important work by far will be in the role of teacher-librarian, as part of a collaborative team, working with students to facilitate their learning at the CMHR; helping students make personal connections with human rights issues, create driving questions, and act as agents of change towards a better, equal world.

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Appendix A

Selected Human Rights Websites for Learning About Human Rights Issues

Amnesty International – Interactive version of the UDHR:

<http://www.guardian.co.uk/books/gallery/2008/oct/17/amnesty-declaration-human-rights-children>

Canadian Charter of Rights and Freedoms:

<http://laws.justice.gc.ca/en/charter/>

Canadian Museum for Human Rights Website:

<http://humanrightsmuseum.ca/>

Declaration of the Rights of the Child: Plain Language Version:

<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

Echoes and Reflections Curriculum:

http://www.echoesandreflections.org/learn_about_curriculum/overview.asp

Friends of the CMHR “Forever Changed” Video:

http://www.friendsofcmhr.com/media_gallery/

Manitoba Education Grade 9 Social Studies:

http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/

Manitoba Education Resources Branch Bibliographies:

http://www.edu.gov.mb.ca/k12/iru/library_publications/bibliographies/index.html

Two pertinent bibliographies are “Human Rights Resources” and “Teaching Refugee and War-Affected Students”.

Rainbow Resource Centre:

<http://www.rainbowresourcecentre.org/>

This Manitoba based resource centre provides information on books and resources available that specifically address the issues and needs of gay, lesbian, bisexual, transgender, two-spirit, queer, and intersex youth.

Universal Declaration of Human Rights:

<http://www.un.org/en/documents/udhr/index.shtml>

Universal Declaration of Human Rights: Plain Language Version:

<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>

Appendix B

Selected Human Rights Resources for Children

Amnesty International. (2008). *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*. London: Frances Lincoln Children's Books.

Thirty artists each illustrate one of the articles of the UDHR in this book created for the sixtieth anniversary of the UDHR.

Amnesty International Interactive children's edition of the UDHR:

<http://www.guardian.co.uk/books/gallery/2008/oct/17/amnesty-declaration-human-rights-children>

This is the online and digital version of *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*.

Compasito Children's Version of the UDHR:

http://www.eycb.coe.int/compasito/chapter_6/1.html

Compastico: Manual on Human Rights Education for Children:

<http://www.eycb.coe.int/compasito/>

This human rights education manual includes activities and resources written for children six to thirteen years old.

Other resources for children on the UN website:

<http://www.un.org/cyberschoolbus/humanrights/resources.asp>

Play It Fair! Human Rights Education Toolkit for Children:

<http://www.equitas.org/english/programs/canada.php>

Free training materials, activities and resources for children from Equitas International Centre for Human Rights.

Appendix C

Themes Identified for Content at the CMHR

Theme	Record Personal Connections
Indigenous Peoples	
Language rights	
Migration	
Immigration	
Gender	
Race	
Religion	
Labour	
Sexual Orientation	
Disability	
Health	
Economy	
Food	
Water	
Children	
Education	
Environment	
Poverty	
Age	
Mass Atrocities	

Appendix D

Sample Digital Storytelling Tools

Software:

- Adobe Products such as Flash, Premiere and Soundbooth
- Comic Life
- iMovie (Mac)
- MovieMaker (Windows)
- Photostory (Windows)

Online Web 2.0 Tools:

- Animoto
- Presi
- Second Life
- Voicethread

Appendix E

Exhibit Zones at the CMHR

Zone	Record Possible Personal Connection and Level of Interest
Welcome Zone	Group meets here
Introduction to Human Rights	
Indigenous Rights	
Canada's Human Rights Culture	
The Canadian Challenge	
The Holocaust	
The Human Rights Revolution	
Mass Atrocity	
The Forum	
Human Rights Today	
Eye on the World	
Hall of Commitment	

Appendix F

Sample Reflection Prompts

- Name other issues related to human rights I want to learn more about and explain why. What questions do I have about these issues?
- What are my human rights stories?
- How do human rights issues connect to everyday life or other aspects of my life?
- What other questions have I got based on my learning about human rights?
- Which human rights activist will I learn more about? Why did I choose him/her?
- How am I an agent of change at school, at work and at home?
- What issues would I like to help change? Which organizations can I join? What actions could I take?

Appendix G

Selected Books and Series on Human Rights Activitists

Grassroots Press Activist Series:

<http://www.grassrootsbooks.net/us/easy-readers/biographies/activist>

- Cesar Chavez
- Dalai Lama
- David Suzuki
- Eleanor Roosevelt
- Elizabeth Fry
- Harriet Tubman
- Jane Goodall
- Jean Vanier
- June Callwood
- Louis Riel
- Mahatma Gandhi
- Martin Luther King Jr.
- Mother Teresa
- Nelson Mandela
- Rosa Parks
- The Famous Five

Each title is 48 pages and written at an accessible Grade 2 readability.

Young Heroes Series

<http://www.gale.cengage.com/servlet/BrowseSeriesServlet?region=9&imprint=000&browseBy=series&titleCode=KYH>

- Ana Dodson : Advocate for Peruvian Orphanages by: Rachel Lynette
- Brittany and Robbie Bergquist : Cell Phones for Soldiers by: Leanne K Currie-McGhee
- Craig Kielburger, Free the Children by: Rachel Lynette
- Elizabeth Bloomer, Child Labor Activist by: Jennifer Reed
- Emmanuel Osofu Yeboah, Advocate for Ghana's Disabled Population by: Adam Woog
- Given Kachepa, Advocate for Human Trafficking Victims by: Q. L. Pearce
- Hannah Taylor, The Ladybug Foundation by: Q.L. Pearce
- James Quadrino, Wildlife Protector by: Q. L. Pearce
- Jhalak Man Tamang, Slave Labor Whistleblower by: Raymond H. Miller
- Jyotirmayee Mohapatra, Advocate for India's Young Women by: Adam Woog
- Lindsey Williams, Gardening for Impoverished Families by: Michelle Houle
- Matt Dalio, Founder of China Care by: Michael V. Uschan
- Zach Hunter, Modern-Day Abolitionist by: Q.L. Pearce
- Alexandra Scott, Cancer Research Fundraiser by: Gail B Stewart
- Ashley Shuyler, Founder of AfricAid by: Rachel Lynetter
- Mattie Stepanek, Inspirational Poet by: Leanne K. Currie-McGhee

Appendix H

Selected Human Right Activists Quotations

“Whatever you do will be insignificant, but it is very important that you do it.”
— Mahatma Gandhi

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.”
— Martin Luther King, Jr.

“Women's empowerment is intertwined with respect for human rights.”
— Mahnaz Afkhami

"You can imprison a man, but not an idea. You can exile a man, but not an idea. You can kill a man, but not an idea."
— Benazir Bhutto

"Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free."
— The 14th Dalai Lama

“In the End, we will remember not the words of our enemies, but the silence of our friends.”
— Martin Luther King, Jr.

“In a little while it will be over. We may fail. But the rights for which we contend will not die.”
— Louis Riel

“My people will sleep for one hundred years, but when they awake, it will be the artists who give them their spirit back.”
— Louis Riel, 1985

"I won't give up until the exploitation of all children has ended and all children have their rights."
— Craig Kielburger

“The future belongs to those who believe in the beauty of their dreams.”
— Eleanor Roosevelt

"Spread love everywhere you go: first of all in your own house. Give love to your children, to your wife or husband, to a next door neighbor... Let no one ever come to you without leaving better and happier."
— Mother Theresa

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

— Pastor Niemoeler (victim of the Nazis)

"Never doubt that a small group of thoughtful committed citizens can change the world - indeed it is the only thing that ever does."

— Margaret Meade

"All human beings, whatever their cultural or historical background, suffer when they are intimidated, imprisoned or tortured . . . We must, therefore, insist on a global consensus, not only on the need to respect human rights worldwide, but also on the definition of these rights . . . for it is the inherent nature of all human beings to yearn for freedom, equality and dignity, and they have an equal right to achieve that."

— The 14th Dalai Lama

"Please use your freedom to promote ours."

— Aung San Suu Kyi, Burmese Democracy Leader and Nobel Peace Laureate

"You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty."

— Mahatma Gandhi

"I Am Here to Make a Difference for Those Who Have No Voice."

— Hip-hop artist Emmanuel Jal, a former child soldier, raps for peace in Sudan

"Education is the most powerful weapon which you can use to change the world."

— Nelson Mandela

"There can be no keener revelation of a society's soul than the way in which it treats its children."

— Nelson Mandela

"Preservation of one's own culture does not require contempt or disrespect for other cultures."

— Cesar Chavez

Or find a quote of a human rights activist of your choice.

Appendix I

Selected Human Rights Resources for Students as They Prepare to Take Action

Be the Change

<http://www.accessola.com/osla/bethechange/home.html>

The resources and lessons presented by the Ontario School Library Association include a wealth of ideas to raise awareness of human rights and empower and encourage students to take action.

Equitas International Centre for Human Rights

<http://www.equitas.org/english/programs/canada.php>

Resources include upcoming training programs. Human rights education teaching guides for all ages are available to download.

Imagine-action.ca

<http://www.imagine-action.ca/Login.aspx?lgtype=T>

Go to this site to find information, opportunities and grants for Canadian teachers and students to engage with community to achieve the objectives of sustainability.

Ladybug Foundation

<http://www.ladybugfoundation.ca>

The Ladybug Foundation was founded by Hannah Taylor as a young child to help the homeless.

Manitoba Youth Environmental Network

<http://www.mbecoyouth.org/>

This network is for and by young people and part of Manitoba eco-network. This environmental action network is organized to connect like-minded people to take action in their community.

Oxfam International

<http://www.oxfam.org>

Oxfam International works with 14 organizations in 98 countries in the belief that a respect for human rights will lift all out of poverty.

Ryan's Well

<http://www.ryanswell.ca>

Ryan's first well was dug in Uganda in 1999 to provide safe water and save lives. Since then a foundation in his name has raised millions of dollars for clean water for people around the world. This project continues to inspire people of all ages.

Taking ITGlobal

<http://www.tigweb.org/>

This comprehensive global student-networking site includes a section on connecting with others around the world to work towards universal human rights.

Sargent Park 2 Minutes to Make a Difference Video Challenge

<http://twominutes2.wikispaces.com/>

Students are challenged to make and share 2 minute videos illustrating how they can make an impact in the world today.

UNESCO Associated Schools Project Network (ASPnet) in Manitoba

<http://www.edu.gov.mb.ca/k12/cur/socstud/aspnet/index.html>

Founded by the United Nations, this network connects member schools and institutions in 175 countries. ASPnet schools demonstrate a culture of peace and strive towards human rights.

Rainbow Resource Centre

www.rainbowresourcecentre.org

This Winnipeg-based resource centre offers education and outreach services to the LGBTT community, family, friends and allies.