Humanity Beyond Borders: An SEL RST

Evidence, Identity, Dignity, Unity and Respect

Grades 6 through 12. Five Day Research Simulation Task. Ma’at Standard.

First Name _____ Last Name _____

Date _____ Class _____

Essential Question: How can truthful historical inquiry build empathy, unity and respect across borders?

Study Malala Yousafzai, Ngũgĩ wa Thiong’o, Hansa Mehta, Wangari Maathai, Abdul Sattar and Bilquis Edhi, and Nelson Mandela. Compare documented actions through SEL lenses. Interpret evidence without inventing private feelings, erasing injustice or requiring agreement.

Inquiry statement, adapted punctuation from Terrence Knox: Factual historical narratives must be analyzed through critical scholarly lenses that cross national borders. The findings should be documented and presented to humanity for the sole purpose of encouraging unity and respect for all.

Standards and Literacy Connections

NJSLS Social Studies: 6.3.8.CivicsPD.3 (facts, diverse viewpoints and public action); 6.3.8.CivicsPI.3 (multiple sources and perspectives on public issues). NJSLS ELA: RI.CR.6.1, RI.PP.6.5, RI.MF.6.6, W.AW.6.1, SL.PE.6.1. CCSS/CCLS: RH.6 to 8.1, .6, .7; WHST.6 to 8.1; SL.6.1. Grades 9 through 12 extend source evaluation and argument writing. NJDOE/CASEL SEL connections: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Selected connections, not complete standards or program coverage.

Five Day Sequence

Day 1. Malala and Ngũgĩ: education, language, identity and voice.

Day 2. Hansa Mehta: perspective, inclusion and human dignity.

Day 3. Wangari Maathai: listening, cooperation and shared environments.

Day 4. The Edhis and Mandela: responsible care, justice and unity.

Day 5. Do Now, 15 questions, RACE argument and Quick Write.

Interdisciplinary: global geography; ELA and documentation; mathematics and a caption audit; science and runoff. Daily writing uses evidence or fictional scenarios. No disclosure of private experiences is required.

Geography: Locating the Inquiry

Selected associated cities, not complete national boundaries. Modern location reference, November 6, 2026.



Legend: purple dots mark selected cities. Equirectangular coordinate grid; east to west scale applies at 20°N only, not at every latitude. No political boundaries are drawn, and modern locations do not imply historical borders. Source: city center coordinates rounded to hundredths from GeoNames geographical database (geonames.org); historical context from the cited museum timelines and historical scholarship. Dots locate associated places, not birthplaces or the full reach of a person's work. Paris marks adoption of the 1948 declaration; Swat, Malala's early context; Nairobi, Kenyan organizing and scholarship; Karachi, Edhi services; Pretoria, Mandela's inauguration.

Map Task: Which marked place lies farthest north and which farthest south? Connect three marked places with the readings. Explain why a person's work cannot be understood only through one city or national border.

Chronology Task: Arrange these dates with events: 1948, 1977, 1986, 1994, 1995, 2004 and 2014. Match dates with events or publications in the readings; 1977 has two relevant connections. Identify what a date can establish and what it cannot prove about results.