

The world changes...  
one heart at a time

# STAND!

A HUMAN RIGHTS MUSICAL



- LESSON PLAN -



# STAND!

A HUMAN RIGHTS MUSICAL

## INTRODUCTION

Stand! is the 2019 Canadian movie musical from award-winning writers Danny Schur and Rick Chafe. Set against a seminal event in Canadian history - the 1919 Winnipeg General Strike - the film is a metaphor for the human rights concerns of a modern world.

Featuring a diverse ensemble cast and a bittersweet story of galvanizing change, the film asks the question, "How do we make the world a better place?" - and provides the answer, in song.

This lesson plan is intended for middle and high school years. Students and teachers are invited to watch the film as a whole, followed by further study of its human rights themes - treated as chapters in this lesson plan.

Note that viewing of the movie and clips within this lesson plan are not limited to in-class viewing; students are permitted to watch all content at home or on mobile.

*Stand! - An immigrant Romeo & Juliet battle for love and a better future during a time of social upheaval.*



*The core cast of Stand! (from far left, clockwise) Emma, Stefan, Rebecca, Gabriel, Mike*



# STAND!

A HUMAN RIGHTS MUSICAL

## WATCHING THE MOVIE

The movie is available in English, sub-titled French and sub-titled Spanish. Each version is accessed via separate, password-protected links below.

GENRE:	Musical Drama
RUNTIME:	110 Minutes
RATING:	PG for some language and mild violence
DIRECTOR:	Robert Adetuyi
WRITERS:	Danny Schur & Rick Chafe
STARRING:	Marshall Williams, Laura Slade Wiggins, Gregg Henry, Lisa Bell

## SYNOPSIS

1919. Leaving family behind in war-torn Ukraine, Stefan and his father Mike struggle to earn enough to re-unite the family in Winnipeg, Canada. The Christian Stefan is instantly smitten with his Jewish suffragette neighbour, Rebecca, but Rebecca's brother Moishe and Mike oppose the would-be Romeo and Juliet. Returned soldiers, angry at the lack of post-war jobs, violently threaten Emma, a refugee from racist violence in Oklahoma and Gabriel, a mixed-blood Métis war veteran. When a protest movement develops for workers to leave their jobs, a wealthy lawyer pits all against each other.

## LINKS & PASSWORDS

Watch the movie in English: [Click to watch](#)

English version password: Stand!\_Education\_Screener\_081922

Watch the movie in sub-titled French: [Click to watch](#)

French version password: Stand!\_French\_Subtitled\_082022

Watch the movie in sub-titled Spanish: [Click to watch](#)

Spanish version password: Stand!\_Spanish\_Subtitled\_082022

Website: [www.stand-movie.com](http://www.stand-movie.com)



# STAND!

A HUMAN RIGHTS MUSICAL

## A HUMAN RIGHTS-MEETS-MUSICAL STUDY APPROACH

The movie features overlapping, historical human rights themes. After watching the entire film, students are invited to examine individual human rights issues - with further discussion and research appropriate to grade level.

Through music and lyrics, the musical genre lends emotional resonance to the human rights themes, and a powerful empathy response to the learning process.

## HUMAN RIGHTS CHAPTERS

1. Plight of Refugees (pages 4-5)
2. Gender Wage Gap (pages 6-7)
3. Women's Rights (pages 8-9)
4. Discrimination of People of Colour (pages 10-11)
5. Labour Rights (pages 12-13)
6. Interfaith Relationships (pages 14-15)
7. Power of One (pages 16-17)
8. Democracy (pages 18-19)
9. Non-Violent Protest (pages 20-21)





# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #1 PLIGHT OF REFUGEES



IN THE MOVIE: Stefan and his father Mike have escaped war-torn Ukraine, for the relative safety of Winnipeg, Canada. They live in poverty, moving from one ghetto rooming house to another, barely able to make ends meet let alone save enough to bring their family over. Soaring inflation steals what meagre earnings they have, further delaying the re-unification of their family. They scrape by in a series of demeaning, low paying, temporary jobs because their education, language skills and social standing keep them from advancing.

## WATCH THE REFUGEE CLIP

*"Dearest Anna" Song Lyrics*

*Dearest Anna. How is that Demyan?  
He was but so young but somehow  
Writing his name.*

*Anna listen. We'll get more shifts in.  
Our foreman's gift is: he promised  
More work in spring.*

*Sorry Anna. It's not much money.  
God knows we tried.  
These are some unlucky times.*



*Click the image to watch the 4:45 Refugee clip.*



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #1 PLIGHT OF REFUGEES

### Middle School Discussion

See answers in Teachers' Manual.

What does the headline on the newspaper say?

Why can't Mike afford the tickets?

Why does Mike ask Stefan to write the letter for him?

Why is Mike's English so poor?

Is Mike and Stefan's situation their fault?

What would you do to help Mike & Stefan?



### High School Discussion

Why is inflation so high in 1919?

What was the major sociopolitical upheaval in Russia in 1917, that is affecting Mike's ability to bring his family to Canada?

Why are Mike and Stefan subjected to low-wage, temporary employment?

Can you name other refugee groups that are in the same situation as Mike and Stefan?

What do you think contributes to society's poor treatment of refugees and what do you suggest as a remedy?



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #2 GENDER WAGE GAP



IN THE MOVIE: Rebecca and her female co-workers work long days with no breaks, in a garment factory. Their pay: \$50.00 for a six month contract.

Across town, Stefan and Mike make \$70.00 in the same time. When a movement occurs to improve wages, the sought-after increases still leave the females earning substantially less.

## WATCH THE GENDER WAGE GAP CLIP

*"Fifty Dollars" Song Lyrics (excerpt)*

*Repetition promotes attrition  
Of all the hopes and dreams that I did see  
When I was but a girl with thoughts that  
Someday there could be a world in which  
It wouldn't matter just how much my worth  
In dollars made but now I see the fool  
I've played 'cause all my worth is paid is*

*[women] Fifty dollars [men] Eight dollars  
[women] Fifty dollars [men] Eight dollars  
[women] Fifty dollars [men] Eight dollars  
In a half a year*



*Click the image to watch the 3:41 Gender Wage Gap clip.*



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #2 GENDER WAGE GAP

### Middle School Discussion

See answers in Teachers' Manual.

How much does Rebecca make in six months?

How much do Stefan and Mike make in six months?

At the end of the song, how much does Rebecca hope to make? Stefan?

In the movie, why is there a difference between what men and women make?

If your mother got less money than a man, for the same work, would you think that fair?

Do you think that women still make less than men, even in modern times?

Is there something that girls and women can do today, to make wages more fair?

### High School Discussion

Why does the gender wage gap persist, over 100 years later?

What can you as an individual do to address the gender wage gap?

Do you agree with the statement "Paying women equally for equal work is a fundamental human right"?

Can you estimate what the average difference in wages between genders is?

Do you believe that you will see a fundamental shift in the gender wage gap in your lifetime?





# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #3 WOMEN'S RIGHTS



IN THE MOVIE: Despite being a wealthy woman, Susan Andrews is attacked by her husband, AJ, for standing up to his foreigner-hating views.

Susan's Black maid, Emma, forms an unspoken bond with her employer and humourously urges Susan to rise up against her husband, which Susan does on two important occasions.

*"The Ma'am is Mum" Song Lyrics (excerpt)*

*Well, the Ma'am is mum and it strikes me kinda dumb 'cause it's just ain't her, not a bit, when she finds it fit just to take it in the tit from that no good man of hers.*

*When the Ma'am is mum she just stands there playin' dumb while his mouth spouts out all his crap but I shuts my trap. I ain't lookin' for a slap. 'Shut your mouth, Emma,' says I Lord I try. It's hard to hide all this lava bottled up inside.*

*I ain't never had a lot but I've been around the block and I hates to see a woman down.*

*Click the image to watch the 2:57 Women's Rights clip.*





# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #3 WOMEN'S RIGHTS

### Middle School Discussion

See answers in Teachers' Manual.

Why is AJ Ashdown so rude to Susan?

Why do you think time stands still while Emma lectures AJ?

What is a suffragette?

What would you say to AJ if you were Susan?



### High School Discussion

Where was the first place in North America to grant women the vote?

What did the "Persons Case" of 1929 rectify?

What would Susan's rights have been, under the law, in 1919?

Are there still jurisdictions in the world in which women's rights are restricted?

What do you think is the most pressing women's rights issue is at the present time?



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #4 DISCRIMINATION OF PEOPLE OF COLOUR



IN THE MOVIE: Black maid Emma Jones escaped racist violence in Oklahoma only to encounter slave wages in Canada. She takes a courageous stand and leaves her job in the Andrews household despite knowing that her skin colour will again make her a target of discrimination.

### “Stand” Song Lyrics (excerpt)

*I'm tired of all the people who tell me  
I should just go sit down  
I'm sick of being seen as feeble  
And being scared in my hometown  
When you don't count me among your  
equals then don't expect me to just lie down  
So now I'm gonna stand on strength of  
those shoulders of those who stand up and  
never back down  
These hands have the strength to move  
boulders  
I've drawn my line in the sand and this is  
where I stand*



Click the image to watch the 3:50  
Discrimination of People of Colour clip.



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #4 DISCRIMINATION OF PEOPLE OF COLOUR

### Middle School Discussion

See answers in Teachers' Manual.

Which state did Emma come from?

Why did she leave the United States for Canada?

Why is Emma leaving her job?

Would you have the strength to do what Emma did?



### High School Discussion

If slavery ended in 1865 in the United States, why did Emma flee to Canada in 1909?

Were Blacks from the U.S. welcome in Canada, during the era depicted in the movie?

Do you see Emma as a forerunner to the Civil Rights Movement of the 1960s?

Do you believe that discrimination towards people of colour still exists?



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #5 LABOUR RIGHTS



IN THE MOVIE: Helen Armstrong (a real-life Winnipeg historical figure) fearlessly organizes warring workers to combat the power of the merchant class.

When AJ Andrews - the lawyer who leads the charge to defeat the workers' movement - issues an ultimatum, Helen leads a mass protest in defiance of AJ.

### *"Ultimatum" Song Lyrics (excerpt)*

*Helen: They won't meet us  
They won't speak t'us  
They'll just improvise invective posturing  
With yammering 'bout quelling  
Rebellious activity*

*AJ: We don't bargain, We won't pardon  
We won't recognize collective bargaining  
As anything but tampering with  
Governing authority*

*Helen: Ultimatum. Their words verbatim.  
Debate them. Mistake them best we not.*

*AJ: Ultimatum. Their jobs: vacate them. Negate them. Erase them. Pensions gone.*

*Helen: Ultimatum. Our hopes: they'll break them. Deflate them. Replacements take our jobs.*

*Click the image to watch the 5:49 Labour Rights clip.*





# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #5 LABOUR RIGHTS

### Middle School Discussion

See answers in Teachers' Manual.

Was Helen Armstrong a real person?

What is Helen trying to organize in the meeting?

Do you know what a union is and what it does?

In the song "Ultimatum", why is Helen so angry?



### High School Discussion

Was it legal to belong to a union in 1919?

Are there still places where it is illegal to be part of a union?

What are some famous recent instances of opposition to a union drive?

In your opinion, is belonging to a union a good thing and, if so, what are the advantages of unionism?



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #6 INTERFAITH RELATIONSHIPS



IN THE MOVIE: Rebecca Almazoff and Stefan Sokolowski are instantly drawn to each other. There's only one problem: she's Jewish and he's Christian. Their relationship is so frowned upon in 1919 Winnipeg that even they are not sure it's worth the risk.

*"Love in a Place Like This" Song Lyrics (excerpt)*

*Stefan: Wrong for each other. You're right as can be. Same side of the tracks but still worlds between. As far as I can see, no one wants us to be but the world is full of no's.*

*Rebecca: Constant reminders of something so doomed. Hurtful suggestions and thought of as fools. Each voice that I hear warns me "Stay clear". How can my heart find home?*

*Both: How can there be love? Love in a place like this. Who wants to take the risk on love in a place like this? One possible fate surely awaits love in a place like this.*

Click the image to  
watch the 4:42  
Interfaith Relationships  
clip.





# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #6 INTERFAITH RELATIONSHIPS

### Middle School Discussion

See answers in Teachers' Manual.

Are Stefan and Rebecca in love?

What religion is Stefan? Rebecca?

Why do some people (like Stefan's father, Mike) not want Stefan and Rebecca to be a couple?

How do you feel about whether Stefan and Rebecca should be allowed to be together?



### High School Discussion

Do you consider the right to choose your romantic partner a fundamental human right?

How have societal norms around interfaith relationships changed between 1919 and now?

Are you aware of whether persecution of interfaith relationships still exists?

How do you believe interfaith relationships should be viewed today?



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #7 POWER OF ONE



IN THE MOVIE: In a moment of tremendous turmoil, and a desire for revenge, Rebecca realizes (with help from Stefan) that the power to change the world lies within each individual's heart.

*"One Heart at a Time" Song Lyrics (excerpt)*

*Lives destroyed in a flash  
When the knives of the tribes seek a clash  
The battles of old are  
Retold so the grievances last  
And I'd be the first to avenge the worst  
Of wrongs of the past  
I have to tell myself that  
Worlds change one heart at a time  
Empires fall when just one  
Soldier leaves the line  
Even love finds one heart at a time  
Hearts can change but  
Can change start in mine?*



Click the image to watch the 3:42  
Power of One clip.



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #7 POWER OF ONE

### Middle School Discussion

See answers in Teachers' Manual.

At the beginning of the song, why is Rebecca so mad?

Why does Rebecca not act out on her impulse for revenge?

What is the lesson to be learned from Rebecca's not acting on her desire for revenge?

Do you think one person can change the world?



### High School Discussion

Do you think the notion that "change begins with one person" is a romantic but unrealistic goal?

Cite three famous examples of where important change came from one individual.

Do you believe there is too much emphasis on the individual and not enough emphasis on the greater good?



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #8 DEMOCRACY



IN THE MOVIE: Despite trying circumstances, the workers display a steadfast - and brave - commitment to democracy, always putting decisions to the will of the majority through a vote. Sensing that democracy itself may be at risk, they hold a vote about whether to take part in a non-violent protest.



*Click the image to watch the 1:50 Democracy clip.*



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #8 DEMOCRACY

### Middle School Discussion

See answers in Teachers' Manual.

What is the opposite of democracy?

Why is democracy important?

What happens when democracies fail?

When you grow up, will you vote in elections?



### High School Discussion

Do you believe that democracy is the best form of government?

Name three recent examples of a decline or trampling of democracy?

What are the essential components of well-functioning democracies?



# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #9 NON-VIOLENT PROTEST



IN THE MOVIE: When their right to demonstrate is banned, the workers organize a non-violent protest - in the form of a silent march.

But their moral victory is shortlived when the forces opposing the workers resort to violence.

*“Saturday in June” Song Lyrics (excerpt)*

*It wasn't supposed to end this way. It wasn't supposed to be today on this Saturday in June. I wasn't supposed to lose all face. It wasn't supposed to be this place on this Saturday in June. I would have hoped for something more. I would have fixed what I'd broke before . I could have done just what people do on a Saturday in June. Not on this Saturday in June. How could I know where this would go on Saturday in June? Not a cloud in the sky. Barely a fight worth the time on this Saturday. This Saturday in June.*

*Click the image to watch the 9:38 Non-Violent Protest clip.*





# STAND!

A HUMAN RIGHTS MUSICAL

## HUMAN RIGHTS CHAPTER #9 NON-VIOLENT PROTEST

### Middle School Discussion

See answers in Teachers' Manual.

What was special about the protest the marchers were taking part in?

What were they protesting?

If the protest was non-violent, why did it turn violent?

Can you name someone in history that led a non-violent protest?



### High School Discussion

Name three historical non-violent protests and explain why they succeeded.

In the case of the Winnipeg General Strike, how did the short-term failure of the non-violent protest affect the long-term legacy of the event?