

Unit Title: “More than Words on a Page:” Introduction to Human Rights (in MN and Abroad)

Grade Level: (example: 9, 10, 11, 12 or 7-8) 10

Subject Area: (example: Science, Physics; English, Short Stories) Humanities

Duration/Length/Number of class periods: (example: 5 class periods)

Description: In this unit, students will be introduced to the concept of human rights and learn about its complexities through a local and global case study. Students will collaborate to research and share a local, national, or an international human rights issue.

Established Goals (National, State, Local):

Comprehension and Collaboration:
CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Key Ideas and Details:
CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

What Enduring Understandings are desired?

Understanding the concept and complexities of human rights is critical to being active global citizens.

What Essential Questions will be considered?

1. What barriers exist to supporting an individual's human rights?
2. Who has the responsibility to protect human rights?
3. What actions can students take to address these challenges locally and globally?

Students will know / be able to:

1. Identify universal human rights.
2. Identify human rights challenges locally and internationally.
3. Know concrete ways to take action regarding human rights abuses.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	E o r m a t i v e	S u m m a t i v e	I n t r o d u c t o r y A c t i v i t y	L e a r n i n g A c t i v i t y	S t u d e n t T e c h n o l o g y U s e d	T e a c h e r T e c h n o l o g y U s e d	I S T E S t a n d a r d s
Day 1- Introduction							
1. Google Survey			X		X	X	
☐ Google Survey Debrief: Think/Pair/Share: Share one “human right” that you checked on the survey and share why you think it is essential?							2C, 4A
☐ Add to the Padlet Wall your answer to the following question: How would you define the concept of human rights?				X	X		2A, 2D
☐ Class Reading: What are Human Rights? , United Nations				X	X		
☐ Watch Video as Class: What are Human Rights?				X		X	
☐ Class Discussion: What stood out to you in the video? Has your definition of human rights changed from the reading or video?				X			2A
☐ Exit Ticket: Journal Reflection	X				X		2B
Day 2- Universal Declaration of Human Rights							
☐ Jigsaw Reading: The United Nations Universal Declaration of Human Rights				X			
☐ Class Discussion: Compare your survey response to the declaration. How do they compare? Are there any rights you would add to the declaration? Are there any rights you would take away? Who should enforce human rights? Should any rights be conditional?				X			2A
☐ Exit Ticket: Postcard Reflection	X				X		1B
Day 3- Research Local and National Human Rights							
☐ Add to the Padlet Wall your answer to the following question: What are some key human rights issues in your community (neighborhood, school, nation)today?				X	X		2A, 2D
☐ Examine one Human Rights Topic (select a topic from the drop down menu). Look at <u>at least two sources</u> under this topic.				X	X		

☐ Class Discussion: What topic did you choose? What report, news or video stood out to you? Why? What human rights were violated? How do the issues from the topics shared compare with each other?				X			
☐ Exit Ticket: Journal Reflection	X				X		2B
Day 4- Research International Human Rights							
Examine the Human Rights Watch Report for two international countries (select the country from the pull-down menu towards the bottom of the page). What human rights issues does the Human Rights Watch follow? How do these issues compare across the two countries you examined?				X	X		3B, 3C
Read one current news story from the Human Rights Watch (click on the headline to access the article).				X	X		3B, 3C
Days 5 and 6- Create and Present Human Rights Projects							
Share a local or international human rights issue with the class using one of the following mediums. (For some projects, you may work with a partner.): ☐ poster, magazine cover , prezi, powerpoint, google slide show. ☐ song, poem, letter to political representative ☐ dance, short video, skit		X			X		1A, 1B, 2A, 2B, 3B
Exit Ticket: Human Rights Survey 2					X		1A

Materials, tools and resources : padlet, videos, primary source documents, surveys, google docs
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Additional credit given to : Primary Source , Human Rights Watch , United for Human Rights