

Yale 2017 PIER Summer Institute: Human Rights: Recognition, Research, and Response

Title of Lesson: Human Rights for All?

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Subject Area(s): Global Studies
Grade Level(s): 9th Grade
Time Allotment: 3 class periods (50 minutes)

Lesson Description: *Include- why is this important for students to know?*

As responsible participants in an increasingly globalized world, it is imperative for students to increase their awareness of human rights by building background knowledge on the topic. Classrooms provide an important space for students to engage in conversations and activities that require them to confront controversial topics and to deepen their own understanding of these topics. Often, human rights are framed as a series of disasters occurring outside of the United States, which strips students of their ability to recognize domestic actions that relate to human rights. The universality of human rights should encourage all students to raise their awareness and become active agents in creating a more just and humane world, both domestically and internationally.

Learning Context: *How does this lesson/unit fit within the context of the the larger unit or other units?*

Global Studies is a required high school course; and as part of the coursework students explore the themes of geography, religion, political science and economics, which are used as “lenses” to deepen their understanding of the world’s complexities. Several different historical and contemporary examples are used to highlight the interactions among people in each unit. This introductory lesson to human rights serves as an entry point for students to begin grappling with issues related to the broader concept of human rights that are explored throughout the Global Studies course.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

Does the international community value human rights?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

(C-3 Framework) D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
(C-3 Framework) D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
(C-3 Framework) D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
(C-3 Framework) D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Lesson Objectives/Learning Intentions:

- Define rights, universality, interdependent, indivisible.
- Identify and list human rights, and explain justification for the importance of a specific right for all human beings.
- Identify treaties that have stemmed from UDHR to legitimize the sentiments expressed in the document, and compare ratification statistics among selected countries.
- Examine the obstacles that people face to securing their human rights in different geographic contexts.
- Identify different methods for protecting and defending human rights.

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Human rights Universal rights / Universality Indivisible Interdependent Universal Declaration of Human Rights Ratification	Close read protocol Annotating text for claims and evidence

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>What are human rights?</i>	<i>Why do human rights get violated?</i>	<i>How do people defend and protect human rights?</i>
Formative Assessment	Formative Assessment	Formative Assessment
Exit Slip: 3-2-1	Write claims and identify evidence to support claims.	Free Write: Journal reflection
Materials/Resources	Materials/Resources	Materials/Resources
Source: "What are the universal human rights?" (TedEd Video by Benedetta Berti) Source: Universal Declaration of Human Rights Source: "Human Rights" (edeos-digital education video) Access to internet.	Source: "No School for Thousands of Syrian Refugee Children" Human Rights Watch Source: "Kids face risks of tobacco fields as government blows smoke" By Jo Becker, Human Rights Watch, adapted by Newsela staff, May 26, 2016 Source: "I Have No Enemies: My Final Statement." Lin Xiaobo, Nobel Lecture in Absentia, December 10, 2010	Source: Amnesty International video "You are Powerful" Source: Excerpted quote from <i>In Our Hands</i> , Eleanor Roosevelt, 1958. Access to internet

Summative Assessment/Performance Task:

Does the international community value human rights? Construct an argument in response to this question by using evidence from the sources provided.

Lesson Activities:

Day ONE: What are human rights?

Purpose:

- Define rights, universality, interdependent, indivisible.
- Identify and list human rights, and explain justification for the importance of a specific right for all human beings.
- Identify treaties that have stemmed from UDHR to legitimize the sentiments expressed in the document, and compare ratification statistics among selected countries.

Activities:

- What is a *right*?
 - Brainstorm list of rights that all people need to become expressions of their fullest selves.
 - What does it mean to “value” rights?
- [Watch TedEd video](#) - Student answers questions throughout video:
 - What are human rights?
 - Who gets to pick them?
 - Who enforces them and how?
- What are human rights? Source: [UDHR](#)
 - Close Read: Preamble
 - Interrogate the text of the Preamble to determine what goals the UDHR sets forth.
 - Close Read: Articles 1 - 30
 - Assign one article to each student.
 - Using close read strategy modeled during Preamble, write what the right guarantees for all human beings in your own words.
 - Create an image to support your thinking.
 - Write justification for why you think that right should be part of UDHR.
 - Debrief UDHR
 - What does it mean that these rights are universal, interdependent, and indivisible?
 - How would you categorize the articles?
 - What do you think the founders of this document sought to achieve with listing these human rights?
 - Which rights are more important than others?
 - Which rights are more challenging to enforce than others?
 - Why might people disagree about the importance of these rights?

- Are certain rights excluded from this list? Why might these be excluded?
- Who enforces them and how? Source: Internet to access to ratification information
 - Set up Task: [Start video at 3:43](#) & STOP at 6:26
 - Video highlights some important methods of enforcement, but let's take a closer look at some of the important treaties that trace their origins to the UDHR. It is important to remember that the ratification process varies depending on the country. Most importantly, however, the ratification process binds the nation to upholding the goals and provisions set forth in the treaty. Therefore, international law trumps domestic law, which is one reason some countries may not choose to ratify the treaty.
 - Task: Research the ratification information of different countries.
 - The International Convention on the Elimination of Racial Discrimination (1965).
 - The International Covenant on Economic, Social and Cultural Rights (1966).
 - The International Covenant on Civil and Political Rights (1966).
 - The Convention on the Elimination of All Forms of Discrimination Against Women (1979).
 - The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984).
 - The Convention on the Rights of the Child (1989).

Directions: Select 5 countries to compare by adding two additional countries to the chart. Determine whether or not the country has ratified the treaty by marking YES or NO in each box.

Country Name	Treaty: ICERD (1965)	Treaty: ICESCR (1966)	Treaty: ICCPR (1966)	Treaty: CEDAW (1979)	Treaty: CAT (1984)	Treaty: CRC (1989)
US						
Syria						
China						

Exit Slip:

- Identify 3 human rights that you feel are the most important for ALL human beings.
- Write two questions that the video, discussion, and/or tasks left you wondering.
- Answer: What are human rights?

Day TWO: Why do human rights get violated?

Purpose:

- Examine the obstacles that people face to securing their human rights in different contexts.

Brainstorm: Why do human rights get violated?

- Draft a list of reasons on the board from student responses.

Task: Using three different news articles, you will determine which of your initial claims (brainstormed reasons) has the most support by identifying textual evidence that shows the reasons for human rights violations.

Sources:

- ["No School for Thousands of Syrian Refugee Children" Human Rights Watch](#)
- ["Kids face risks of tobacco fields as government blows smoke" By Jo Becker, Human Rights Watch, adapted by Newsela staff, May 26, 2016](#)
- ["I Have No Enemies: My Final Statement." Lin Xiaobo, Nobel Lecture in Absentia, December 10, 2010](#)

Identify the human right associated with this news story.	Where is the human right being violated? Identify the country.	Why is the human right being violated? Cite textual evidence that explain the reasons for human rights violations.

Debrief:

- What similarities and differences exist in the content of these news stories?
- When and where are the human rights being violated?

- Which article(s) of the UDHR are being violated in these news stories?
- Why are the human rights being violated?
- Who is responsible for intervening to stop the violations?
- What information surprised you from these news stories?

Exit Slip: In a well-written paragraph, respond to the question - "Why do human rights get violated?" Cite evidence from the sources to support your claim.

Day THREE: How are people working to protect and defend human rights?

Purpose:

- Identify different methods for protecting and defending human rights.

Brainstorm:

- Watch [Amnesty International video "You are Powerful"](#)
 - Round One: Observations - What do you see? As you watch the commercial, keep track of different objects, actions, or people in the film. Brainstorm list together after watching the commercial
 - Round Two: Sequence - How does the producer move the view through the scenes? As you watch the video a second time, determine the tactics the producer uses to move the viewer through the scenes.
 - Round Three: Argument - What is the message of this commercial? Using evidence from first two rounds of discussion, identify the message of the commercial.

Source Analysis: *In Our Hands*, Eleanor Roosevelt, 1958.

- Read Eleanor Roosevelt's quote: "Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world."
 - What is Eleanor Roosevelt's call to action?
 - How does her call to action compare to Amnesty International's commercial from 2008?

Working for Human Rights:

- Task #1: Pair-Share - The video shows a range of people taking action to stop unjust treatment of people. What are the different ways people can take action? With a partner, generate a list of 10 different ways people take informed action to protect or defend human rights.
- Task #2: Small group discussion
 - Together with partner, create a small group of 4 - 5 students. Share ideas to create one large list of actions. Categorize actions from the brainstorm.

Exit Slip: Reflection - When working to protect and defend human rights, which action do you feel most compelled to take to get yourself involved?

Final Activity - Assign Summative Performance Task:

This introductory work with human rights has exposed you to the definition of human rights, tools of enforcement, examples of human rights violations, and methods for protecting and defending human rights. Throughout the activities and discussions, it should become clearer that the international record for protecting human rights is quite mixed, as violations continue despite international tools for enforcement. In a well-constructed essay, construct an argument to the question: **Does the international community value human rights?** Use evidence from the sources provided.