

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

Title of Lesson: Human Rights Through a Post-Colonial Lens

Author(s): Elizabeth McKinley

School: North Brunswick High School

Subject Area(s): English Language Arts

Grade Level(s): 9-10

Time Allotment: 4-5 days (90 minute periods)

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

Students can benefit immensely from viewing texts through lenses other than their own. In this lesson, students will examine how the Post-Colonial lens can broaden one's understanding of human rights in Northern Africa. This strategy can be applied to post-colonial literature from around the world.

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

This lesson could be used within a larger human rights unit, critical lens/critical theory unit, or African literature unit.

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

*How are human rights affected throughout the process of colonization?
Do the colonizers have an obligation to the colonized in regard to human rights?
Is violence ever initiated by the oppressed? (See [The Pedagogy of the Oppressed](#) by Paulo Freire for additional information and/or honors extension.)*

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

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting

motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Lesson Objectives/Learning Intentions:

Students will be able to analyze a text through a post-colonial lens.

Students will be able to analyze the impact of colonization on human rights.

Students will be able to justify ideas using textual evidence.

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Human rights Post-colonial theory Colonizer Colonized Other Oppression	Justify Analyze

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
What is post-colonial theory?	What is the relationship between the colonizer and colonized in Dead Men's Path ?	What impact does colonization have on human rights?
Formative Assessment	Formative Assessment	Formative Assessment
Exit ticket (Students will define post-colonial theory on a notecard at the end of the lesson.)	Think*Pair*Share (After reading and annotating the story, students will think about their own response to this question [they may want to	Parking Lot (Students will write brief responses to this question on a sticky note and post them on the board. Then they will go to the

	write it down] then they will pair up with a partner to discuss their ideas. Finally, groups will share with the class their ideas. This can develop into a larger class discussion.)	board, choose another student's response, and then respond to the response on the back of the sticky note. Allow students to share out ideas with the class.)
Materials/Resources	Materials/Resources	Materials/Resources
	<i>Dead Men's Path</i>	<i>Universal Declaration of Human Rights</i>

Summative Assessment/Performance Task:

Literary Analysis Essay. Students will write a 5 paragraph essay in response to the following prompt:

How do the actions and decisions of the Christian colonizers affect the human rights of the Igbo tribe? Be sure to cite specific evidence from the text and classwork to support your ideas.

Lesson Activities:

Lesson Activity 1: Divide students into small groups. Each group will research post-colonial theory on the internet and create a poster that the class can use as a reference. Ideas they should look for include:

- *Main ideas of the theory*
- *Major theorists*
- *Major texts*
- *How to apply the theory to literature*


After the students have completed the posters, each group will present their ideas to the class. The teacher will guide the students through the discussion to ensure that the class has a firm grasp of the concept.

*Lesson Activity 2: Using a post-colonial lens, read and annotate [*Dead Men's Path*](#). This can be done as a class or independently, depending on the abilities of your students. Have the students look specifically for the following things (can be posted on the board):*

- *Who is the colonizer? Who is the colonized?*
- *How do the two groups interact? Is there tension? Who/what causes the tension?*
- *How does the colonizer affect human rights? Do the human rights issues already exist? Are they caused by the colonizer/the colonized?*

Teachers may also want to provide a graphic organizer for the students to use as they analyze the text.

*Lesson Activity 3: Using the [*Universal Declaration of Human Rights*](#), students will discuss the human rights that have been violated by colonization. They can discuss these ideas broadly,*



specific to Dead Men's Path, and/or conduct research to link human rights violations to specific colonies. This activity can be expanded depending on time/ability.