

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

Title of Lesson: The Global Narrative on Human Rights Issues: The Nature of Violence and Promoting Peace in the 21st Century

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School: Blanche Ely High School, Broward College, and Southeastern University

Subject Area(s): US History AP, World Religion

Grade Level(s): 11 and 12 grades, undergraduate religion program

Time Allotment: Content will be embedded within teaching curriculum at both the High School (1 and ½ Semesters or 2 full Semesters for history course) and undergraduate class (1 Semester for Religion course)

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

Human rights issues have become the prominent topic in recent history. While many nations and governments have attempted to participate in the public discourse on issues related to human rights, it is evident that most Americans are not aware of the global narrative on human rights. Students of all ages need to know, understand, value, and promote the principles of human rights as highlighted in documents like the Universal Declaration of Human Rights.

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

The purpose of this lesson is to educate the next generation of American leaders (secondary and Post-secondary students) on the need to understand and recognize Human Rights issues, identify the dynamics of violence, and offer a framework that can empower various members of society with the tools to promote peace in the 21st century.

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

What *are* human rights?
Why do people get human rights?
Where do these come from? Or Where do human rights come from?
What are the various Human Rights documents?
Name some of the human rights already protected under the United States Constitution?
What are some of the actions that constitute as human right violations?

What are minority rights?
When should the global community act?

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

Florida Standards:

American History

Strand 1 **SS.912.A.1:** Use research and inquiry skills to analyze American History using primary and secondary sources.

Strand 6 **SS.912.A.6:** Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

Strand 7 **SS.912.A.7:** Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

Sociology

Strand 1 **SS.912.S.1:** Foundations of Sociology as a Social Science/Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues.

Strand 2 **SS.912.S.2:** Culture/Examine the influence on the individual and the way cultural transmission is accomplished.

Strand 6 **SS.912.S.6:** Social Change/Examine the changing nature of society.

Strand 7 **SS.912.S.7:** Social Problems/Analyze a range of social problems in today's world.

Strand 8 **SS.912.S.8:** Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.

For those who teach U.S. history¹

1. Familiarity with the basic beliefs and practices of Native North American (and Hawaiian) religions, as well as the religions of important/ sizable immigrant communities.

¹ Diane L. Moore *Guidelines for Teaching About Religion in K-12 Public Schools in the United States* (American Academy of Religion, 2010), 18. AAR Guidelines for Teaching About Religion
https://rlp.hds.harvard.edu/files/hds-rlp/files/american_academy_of_religious_-_curriculum_guidelines.pdf

2. An understanding of the place of religion in the founding documents of the U.S., especially in the First Amendment, and how the religion clauses have been interpreted in the courts over the history of the nation.
3. An understanding of some of the ways in which religious belief, practice, and affiliation have affected the course of the nation— whether on an individual, group, or societal level—and including political, economic, and social behavior.

Lesson Objectives/Learning Intentions:

The Lesson Objectives/Learning Intentions is to introduce students to the concept of human. This includes the adoption of the premises of human rights education² “training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes and directed to: (a) The strengthening of respect for human rights and fundamental freedoms; (b) The full development of the human personality and the sense of its dignity; (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; (d) The enabling of all persons to participate effectively in a free society; (e) The furtherance of the activities of the United Nations for the maintenance of peace.”³

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Acculturation Affirmative action Colonialism/Imperialism Conflict Resolution Human Rights Human Rights Defenders	Process Vocabulary Document Analysis Article Reviews and Analysis Documentary Analysis/ Case Studies Skills

² *ABC on Teaching Human Rights* (New York/Geneva: United Nations, 2003)

http://s3.amazonaws.com/inee-assets/resources/ABC_Teaching_Human_Rights.pdf

³ See United Nations document A/51/506/Add.1, appendix, para. 2 – available at <http://www.ohchr.org> or by contacting the Office of the United Nations High Commissioner for Human Rights.

<p>Equality before the law</p> <p>International law</p> <p>Discrimination</p> <p>Annealable</p> <p>Right to life</p> <p>Due process</p> <p>Ratify</p> <p>Principle</p> <p>Deprivation</p> <p>Norm</p> <p>Fundamental</p> <p>Declaration</p> <p>Convention</p> <p>Universal Declaration of Human Rights (UDHR)</p> <p>International Convention on Discrimination of All Forms of Discrimination</p> <p>International Covenant on Civil and Political Rights</p> <p>International Covenant on Social, Economic, and Cultural Rights</p> <p>African Charter on Human and Peoples Right</p> <p>UN Declaration on the Rights of Persons Belonging to National Ethnic Religious and Linguistic Minorities</p> <p>Non-Governmental Organizations (NGOs)</p> <p>Amnesty International</p> <p>Tom Lantos Human Rights Commission</p> <p>United Nations</p> <p>United Nations Security Council</p> <p>United Nations General Assembly</p> <p>Universal Jurisdiction</p> <p>Geneva Convention</p> <p>Safe Schools Declaration</p>	<p>Students will be given several opportunities to read, synthesize and discuss the contents of human right declarations, articles on human rights and various video documentations.</p> <p>Upon reading, analyzing, and viewing the documents, the students will be given the opportunity to contextualize the recent skills acquired to research various recent/current events related to global human right issues (e.g. Syrian Refugee crisis, Sudanese War, Iraq etc.)</p>
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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 <i>are</i> human rights?	What are some of the actions that constitute as human right	Does the international community/the United States

	violations in India? What are minority rights?	wait for the big crises or do you try to stop the small ones?
Formative Assessment	Formative Assessment	Formative Assessment
<p>Read and summarize the article entitled: Human Rights Program from The Carter Center Source/link: https://www.cartercenter.org/peace/human_rights/index.html?gclid=CJ6TsIGAtUCFU6BswodTd4KsA</p>	<p>Upon reading the article and related video, analyze the Amnesty International Report dated July 12, 2017 entitled: Justice Under Trial: A study of pre-trial detention in India Source/link: https://www.amnesty.org.in/pages/justice-under-trial-a-study-of-pre-trial-detention-in-india</p>	<p>In reflecting on the principle of human dignity and the value of human rights, Eleanor Roosevelt said: "Where, after all, do human rights begin? In small places close to home-so close and so small that they cannot be seen on any map of the world." After reading this quotation, the preamble, and the 30 articles, consider how you might rewrite the declaration for a young child so that he or she could understand these essential values and principles. What would you emphasize? How would you explain it? Write out the main statements of the principles and values that you would want to teach young students in the language that you would use to help them understand. Brainstorm activities that you might use to engage students in learning these values and principles. (Activity was taken from the following link: https://www.facinghistory.org/resource-library/universal-declaration-human-rights/teaching-youth-values-udhr)</p>
Materials/Resources	Materials/Resources	Materials/Resources
Online Article, dictionary, and Universal Declaration of Human Rights Booklet	Online Article and video, dictionary, and Universal Declaration of Human Rights	Online Article, dictionary, and Universal Declaration of Human Rights Booklet

<u>The preamble and articles of the Declaration of Human Rights.</u>	Booklet <u>The preamble and articles of the Declaration of Human Rights.</u>	<u>The preamble and articles of the Declaration of Human Rights.</u>
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Summative Assessment/Performance Task:

Document Based Questions for AP Social Science Students

Lesson Activities:

The Universal Declaration of Human Rights (UDHR) is undoubtedly important on a world scale; but it is also important for young children to understand the value of the UDHR. The activities below will help students reflect on how the UDHR can be explained to children in way that they can appreciate. Students will demonstrate their knowledge of the UDHR by rewriting it for a younger audience, and will think critically about how to teach the topic to that audience. (Borrowed from <https://www.facinghistory.org>)

Students will also read, analyze, and synthesize several articles from various sources including the United Nations, international Human Rights organizations, and others. A few videos will also be viewed and discussed during class sessions.