

## Middle Grades Education: Human Rights Lesson Plan, Unit 1

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**Inquiry:** What changes in our society are possible when students learn about human rights? Which international document lists a set human rights principles that guide nations interactions with humans? How can we learn about activists for human rights through art? Why is it important it important to protect the human rights of all people?

### Standards Alignment: North Carolina Essential Standards Eighth Grade Visual Arts

#### Common Core State Standards

8.V.1 Use the language of visual arts to communicate effectively.

8.V.1.3 Identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art.

8.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

8.V.3.2 Use a variety of media to create art.

8.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

8.CX.1.1 Understand the role of visual arts in North Carolina and the United States in relation to history and geography.

#### Resources:

Print the Universal Declaration of Human Rights, 1948, retrieved from

<http://www.un.org/en/universal-declaration-human-rights/> (there is a downloadable copy on this site).

- Video-*The Story of Human Rights*. Retrieve & que video from:  
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiAzYPam73RAhVh74MKHe9SBZsQyCkIGzAA&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Doh3BbLk5UIQ&usg=AFQjCNFFVYyuvIFkPbxedsX9UovQExPa5w&ig2=ADeUcjqa7P-0DYbKjPenSA&bvm=bv.144210762,d.eWE>
- Awareness of Human Rights Day; December 10<sup>th</sup>
- Student supporting video (5:24) retrieved from  
<https://www.youtube.com/watch?v=dYleie80B3M>
- Student's listen to music video retrieved from  
[http://progmedia.edgesuite.net/videos/humanrights/en/united-music-video\\_640\\_en.mp4](http://progmedia.edgesuite.net/videos/humanrights/en/united-music-video_640_en.mp4)  
(5:04)
- International Covenant on Civil and Political Rights retrieved from  
<https://www.youtube.com/watch?v=pauVNQ8SgXA>
- Post site access link [www.taxedo.com](http://www.taxedo.com) to create a *word portrait* of their activist using words

they learned through their research and that give clues about who the person is.

<b>Lesson</b>	Human Rights Education
<b>Six classes</b>	The unit can be expanded or shortened as time permits. Students watch videos and break into groups to discuss each video listing 3 major highlights, after music video student's critique the music video and chart each responses on large post-it attached to the wall. Students will break into 1 large group to organize and facilitate a student led discussion on ways student's rights get violated and what can be done about it.
<b>Grade</b>	8 <sup>th</sup> grade
<b>Materials</b>	Technology, internet access, Post It Notes, notebook, 11X 14 white or off white paper, black construction paper for framing, and printable color ink
<b>Subject</b>	Human Rights Education for middle grades
<b>Terminology</b>	-Human -Rights -Human Rights -Universal Declaration of Human Rights -Activists -Civil Rights Movement -International Covenant on Civil and Political Rights (1966)
<b>Objectives</b>	Understanding Human Rights  Students will: <ul style="list-style-type: none"><li>• Be able to define key terms</li><li>• Describe what Human Rights are</li><li>• Learn about the Universal Declaration of Human Rights</li><li>• Learn and be able to talk about famous human rights activists and what they stood for</li><li>• Know and understand the rights of self and others</li><li>• Take action to be an activist in their school</li></ul>
<b>Build on base knowledge</b>	The strategy of using technology to bring in interesting videos on the topic, music videos that appeal to students at their age, will

	<p>be used to hook students in to learn about content. Students will engage in interesting dialog concerning human rights and identify examples of a time when they have witnessed or heard about human rights violations.</p> <p>Students will be empowered to voice their opinions through a classroom discussion. Students will gain perspectives on other student's experiences to understand the broad impact of this topic on the greater society.</p>
<b>Purpose:</b>  <b>Socratic Discussion:</b>	<p>Students will learn the meaning of human rights and understand their importance from a societal standpoint.</p> <p>What can happen when students learn from each other's experiences? Highlight specific applied learning from their shared experiences.</p>
<b>Investigate/Analyze</b>	<p>What activities are students doing to investigate the compelling questions? Master the terminology of human rights, watch a documentary, other videos, and review relevant historical documents. How is this investigation structured? Inquiry, strategy, discussion, written concepts through reflection, and compare their opinions with their classmates experiences and opinions.</p>
<b>Synthesize/Create</b>	<p>Word Portraits, journal reflections, review of film and music video clips, and discussions.</p>
<b>Visual arts and video clips of students reflections of human rights</b>	<p>**Using Taxedo.com students will generate portrait size art work of the faces and attributes of their favorite Human Rights Activist: artwork will be displayed for the entire school to enjoy and learn about.</p>
<b>Reflect/Revise</b>	<p>Write their reflections in a journal. Consider what they knew about human rights before the unit, the new information learned, and what they would like to know more about.</p>
<b>Synthesize/check for understanding</b>	<p>Demonstrate content knowledge through presentations, art work, discussions, and written reflections.</p>
<b>Future Activities</b>	<p>Implement actions for human rights through student organizations, survey the student body to determine ethnicities, languages, and religions represented at school. Generate a school-wide blog that includes interesting student art work and video clips on the topic of human rights.</p>

**\*\*Sample of using Taxedo.com to create an image of a human rights activists and some of their personal attributes on the following page.**

