

Global Human Rights Unit

Objective:	When comparing countries around the world, how do their governments differ in regard to the rights given to their citizens? How do the behavior and actions of the government violate the citizens human rights?
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Wisconsin Model Academic Standards 2018	<p>PS3.c.h: Power in government: Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p> <p>SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).</p> <p>SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p> <p>SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.</p> <p>SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.</p> <p>SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.</p> <p>SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights.</p>
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Day One	<p>Objective: Students will identify what human rights are and the historical background behind achieving human rights for all.</p> <p>Video: An Introduction to Human Rights</p> <ul style="list-style-type: none"> ● Write down three facts you learned.
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- Write down two facts that surprised you.
- Write down one question you have.
- Share with the class after the video.

Picture Book Read Aloud: [We Are All Born Free](#)

(Amnesty International Universal Declaration of Human Rights in Pictures)

- Choose three rights mentioned in the We Are All Born Free book that you feel are the most important.
- Next to each right you choose, state why you choose it and the impact that the right has on you.
- Share with two other people at your table or seated near you in class.
- Share with the class.

Day Two

Danger of A Single Story

Show SlideShow on Transcending Stories.

Transcending Single Stories: Lesson Plan is linked from Facing History.Org
Learning Objective:

To recognise that it is a natural and common human behaviour to group the people and things we encounter in the world into categories, but that sometimes these categories become “single stories” that give us incomplete and simplistic understandings of the identities of others.

Give students a few minutes to write in their notebooks in response to the four questions on the [Slide Show; Slide 4](#).

After students have finished writing, ask if any volunteers wish to share. Then move on to the next activity.

Vocabulary: Stereotype

Inform students that to help them reflect on their understanding of *stereotypes*, they will create a Concept Map, a visual representation of the word using words, ideas, phrases, the space on the page, lines, arrows, and questions.

Lead students through the steps of the [Concept Map](#) teaching strategy, first generating a list of words, phrases, and ideas they associate with *stereotypes*, and then representing the relationship between their ideas on the page using spacing, lines, arrows, colour, and sizing.

Next, have students share their concept maps in a [Think, Pair, Share](#) activity.

Invite them to revise their maps by adding new information they learned from their “pair, shares” that extends or challenges their thinking.

You might then facilitate a discussion in which students share ideas from their maps for you to add to a class concept map that you hang in the room, refer back to over the course of this scheme of work, and modify as their thinking about stereotyping develops.

Explain the relationship between stereotype, prejudice, and discrimination (See [Lesson 2: Overview](#) for details) and have students add these terms to their concept maps. Instruct them to think about where they want to place

	<p>each term and how they can use arrows, symbols, and words to help show the relationship to stereotype.</p> <p>Then ask students to share their ideas about where they placed prejudice and discrimination and how they connected these ideas to the other concepts on their maps.</p> <p>Political Cartoon Analysis</p> <p>Project or hand out Gary Trudeau’s cartoon <u>Street Calculus</u> and discuss students’ first impressions of the image by asking the following questions: What’s happening in this image? What do you notice about what each person is thinking in his thought bubble?</p> <p>Six Questions on Stereotypes</p> <ol style="list-style-type: none"> 1. Where do stereotypes come from? 2. What stereotypes do the two men in “Street Calculus” have about the group the other one belongs to? 3. When, if ever, can stereotypes be harmless or even helpful? 4. When do stereotypes become harmful? 5. What does “Street Calculus” suggest about how stereotypes might impact the way we see ourselves and the way we see others? 6. How might stereotypes impact the choices we make? <p>Next, connect the discussion of <u>Street Calculus</u> to stereotyping by asking students to reflect on the role stereotypes play in our society and in their own experiences.</p> <p>This step can be done in a class discussion or as a journal response. Alternatively, you might have students first reflect in their journals and then discuss their ideas as a class.</p> <p>Use one or more of the questions to prompt reflection and discussion.</p>
<p>Day Three</p>	<p>Transcending Single Stories: Taken from www. facinghistory.org</p> <p>Learning Objective:</p> <p>To recognise that it is a natural and common human behaviour to group the people and things we encounter in the world into categories, but that</p>

sometimes these categories become “single stories” that give us incomplete and simplistic understandings of the identities of others.

Start the lesson by reminding students of the idea that stereotypes are a type of story that we tell about individuals based on our beliefs (erroneous or accurate) about a group to which they belong.

You might ask students to review their *stereotype* concept maps, journal responses, and Street Calculus cartoons from the previous lesson in preparation for today’s activities.

Then tell students that today they will be exploring the relationship between stories and stereotyping and what it means to have a “single story” of a person or group of people.

**Chimamanda Ngozi Adichie:
The Danger of a Single Story**

Pass out the handout The Danger of a Single Story Viewing/Reading Guide.

Show the video The Danger of a Single Story (18:49). Instruct students to record thoughts in response to the three questions on the viewing guide.

You might also hand out the transcript of Adichie’s talk before or after your students have viewed the video.

If you think your students would benefit from additional time to process Adichie’s ideas, pause the video two or three times so they can record notes on their handouts about Adichie’s identity: how she sees herself and how others see her.

Identity Chart With Peer

Ask students to work with a partner to create an identity chart for Adichie.

Remind them that they can refer to the identity charts that they created in the previous lesson, the video’s viewing guide handout, and the transcript to guide their thinking.

Time allowing, debrief the activity by creating Adichie’s identity chart on the board or flipchart paper.

Concentric Circles

1. Do you think it is a natural behaviour for people to sort and categorise the things and people they encounter in their lives? If so, when might it be useful? When does it become a problem?
2. What does Adichie mean by a “single story”? What examples does she give?
3. How did Adichie learn “single stories” about others? How did these stories impact her understanding of herself and of others? How did these single stories impact the choices she made at home and in her

	<p>travels?</p> <p>4. What enabled Adichie to change her “single story”? What are other ways for these types of stories to change?</p> <p>5. According to Adichie, why can “single stories” be dangerous? What is the relationship between “single stories” and stereotypes?</p> <p>6. Why is it that people sometimes make the same mistakes that they so easily see others making?</p> <p>To discuss Adichie’s TED Talk, have students stand in two <u>concentric circles</u>, facing a partner in the opposite circle.</p> <p>Once the students are in their circles, read aloud and/or project the first question (next slide) to begin the discussion. Then have one of the circles rotate so students have new partners for each additional question.</p> <p>If you observe pairs struggling during the concentric circle activity, use this time to address their questions in a class discussion, referring students to the transcript to help them find evidence to support their thinking. Or, if you feel that your students grasped Adichie’s main ideas, move to the final reflection activity after they have finished their concentric circle discussion.</p> <p>Reflection</p> <p>After the concentric circle discussion, have students return to their seats. For a final reflection, have students choose one or more of the prompts to explore in a journal response.</p> <p>Encourage students to use their resources, such as their identity charts, concept maps, working definitions of <i>stereotypes</i>, and notes from this lesson to help make connections between “single stories” and stereotyping.</p>
<p>Day Four</p>	<p><u>Why Little Things Are Big</u> From the website: www.facinghistory.org</p> <p>Learning Objective</p> <p>To examine the relationship between identity, the “single stories” we may hold of others and others of us, and choices, in order to draw conclusions about how labels can lead to false assumptions that, in turn, can impact our decision-making process.</p> <p>Explain to students that today they will be thinking about the ways in which</p>

the “single stories” we may have for others, and assume they have for us, can impact the choices we make.

Ask students to respond in their notebooks to the prompts.

1. How did you feel?
2. How did you respond?
3. What other options did you have?

Make sure you have read Notes to Teachers: Breaking “Little Things Are Big” into Sections before teaching this activity.

Read aloud Little Things Are Big, stopping on page two at “It was a long minute.”

Alternatively, you can watch Little Things Are Big, pausing the video at 02:14 “I hesitated.”

Identity Charts

Have students work with a partner to create identity charts for Colón and the woman. Then have each pair combine with another pair of students to create a group of four. They should compare their charts, adding new information that arises during the discussion.

Alternatively, have students count off by 2 and then instruct the 1s to create an identity chart for Colón and the 2s to create an identity chart for the woman. Then have students Think, Pair, Share with someone who created a chart for the other character.

Pair Share Partner Discussion

Divide the class into small groups to discuss the Connection questions from Little Things Are Big

What was Jesús Colón’s dilemma on the train? What were the different factors he was weighing in his mind?

What was at stake in Colón’s decision? How did he feel about his choice afterwards?

Why do you think he wrote this story? Why do you think Colón titled his essay “Little Things Are Big”?

Create a different ending to the story. What do you think Colón might have done? How do you think the woman might have responded to the action you have imagined for Colón? Describe the effect of that action on Colón.

Class Discussion

You can have groups discuss all five questions or assign one question from 1–3 to each group and have them present their ideas to the class. All of the groups should discuss questions 4–5.

After they have finished discussing the questions, facilitate a brief class discussion where groups share the new endings they created for the story (connection question #4), as well as any other insights or questions about

	<p>“Little Things Are Big.”</p> <p>To what extent does our identity shape the choices available to us and the choices we make?</p> <p>How does “Little Things Are Big” help you answer this question? How do “The Danger of a ‘Single Story” help you answer this question?</p> <p>How do your own experiences help you answer this question?</p> <p>Closing To help students make personal connections between Jesús Colón’s experiences in “Little Things Are Big” and their own lives, they will spend some time reflecting on three questions in their notebooks. Ask students to respond to the questions and let them know that they will not be sharing what they write with their peers.</p>
<p>Day Five</p>	<p><u>When Differences Matter</u> Lesson by www.facinghistory.org</p> <p>Learning Objective To recognise that when one aspect of our identity is privileged above others by members of society, it can affect how we see ourselves, how we see others, and the choices we ultimately make.</p> <p>Reflection</p> <ol style="list-style-type: none"> 1. How do you feel about yourself and others when you are a member of the “in crowd,” a group of students that is privileged in some way or has social power? 2. How do you feel about yourself and others when you are not a member of the “in crowd”? <p>Create a two-column chart on the board or flipchart paper and label it “In Crowd” and “Out Crowd.” Record the students’ ideas as they share how they feel about themselves and others when members of these groups. You can revisit the chart after viewing A Class Divided to compare your students’ experiences with the members of Jane Elliott’s class.</p> <p>A Class Divided Provide historical context for the video <i>A Class Divided</i> and the dehumanising language that Elliott and her students use to describe individuals and groups of people they deem as “other” in the film. (See Notes to Teacher).</p> <p>Pass out the handout A Class Divided Viewing Guide and have students count off by 2s. Tell the 1s that they should focus their note-taking on Mrs. Elliott, the teacher, as they watch the film, and the 2s should focus on the students.</p>

	<p>In Class and Out of Class Chart</p> <p>Create a two-column chart on the board or flipchart paper and label it “In Crowd” and “Out Crowd.”</p> <p>Record the students’ ideas as they share how they feel about themselves and others when members of these groups. You can revisit the chart after viewing <u>A Class Divided</u> to compare your students’ experiences with the members of Jane Elliott’s class.</p> <p>Play the video <i>A Class Divided</i> (00:00-17:56) or (03:10-17:56), which you can borrow from the Facing History library. Or you can find the original 1970 classroom footage, called <i>Eye of the Storm</i>, on streaming sites like YouTube (See <u>Notes to Teacher</u>).</p> <p>You might pause at minute 10:28 and pair students by numbers (1s with 1s and 2s with 2s) so they can share and add to their notes.</p> <p>Then show the second half of the film. If your students found it helpful to share their notes with a partner, repeat this step.</p> <p>Reflection and Class Discussion</p> <p>What does Elliott’s classroom experiment suggest about what can happen when one aspect of our identity is valued more than all of the others?</p> <p>While eye colour may not be related to power in our society, what are aspects of identity that give some people more power and privileges than others?</p> <p>Who determines which differences matter?</p> <p>Why do individuals and groups either go along or not go along with these decisions?</p> <p>How do beliefs about differences in our society shape the way we see ourselves and others?</p> <p>How do they shape the way others see us?</p> <p>How do beliefs about differences in our society shape the way we respond when we encounter an individual or group that is different from us?</p>
<p>Day 6</p>	<p><u>Defining Human Rights</u> From the website: www.facinghistory.org</p> <p>Learning Objectives</p> <p>To create a working definition for “a right” and then compare and contrast it to UNESCO’s 1947 definition.</p> <p>To record information about Eleanor Roosevelt’s inspiration behind, and role in, the creation of the Universal Declaration of Human Rights.</p> <p>To identify three universal human rights and explain their importance.</p> <p>What is a Right?</p> <p>For this <u>journal</u> entry, students will respond to a series of questions about</p>

their rights.

Reveal the questions one at a time so students have a chance to think and write about each one before seeing the next question.

After they have answered all five questions in writing, ask students to debrief in a Think, Pair, Share, adding ideas to their “What is a right?” response if they agree with something their partner wrote that they didn’t think about at the time.

Project the following definition of *right* and explain to students that the United Nations Economic and Social Committee (UNESCO), a United Nations agency, was founded in 1946 to advance “. . . peace and security by promoting collaboration among the nations through education, science, and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms.” In 1947, UNESCO defined a *right* as: . . . *condition of living, without which. . . men cannot give the best of themselves as active members of the community because they are deprived of the means to fulfill themselves as human beings.*

Ask students to work in small groups to answer the questions (next slide) about the UNESCO definition of a *right*.

Questions:

1. In what ways is the UNESCO definition similar to and different from your working definition of right?
2. Do you think the UNESCO definition is too broad, too narrow, or just right?
3. If the United Nations asked your group to provide them with feedback about UNESCO’s definition of a right, what would you suggest?
4. What are three rights that your group unanimously believes are “universal” - that apply to all people from every cultural and political background?
5. Why are these rights important to everyone regardless of age, gender, geography, history, politics, religion, etc.?

Eleanor Roosevelt:

Tell students that they will now watch a video to learn about the process by which the Universal Declaration of Human Rights was drafted by representatives of nine countries in the United Nations, who also grappled with the question of what is a right and what rights should belong to every human being on earth.

Have students take out their journals for the 3-2-1 response.

Play the video Fundamental Freedoms: Eleanor Roosevelt, the Holocaust, and the Universal Declaration of Human Rights (09:15).

Pause the video 2–3 times so students can capture what they learned in a 3-2-1 response in their journals without missing any of the images that help tell the story of the historical events leading to the creation of the UDHR.

Exit Card:

	<ol style="list-style-type: none"> 1. Who is responsible for protecting people’s fundamental rights? 2. What responsibility do individuals have to ensure that everyone’s rights are protected? What makes you say that? 3. What responsibility do governments have to ensure that everyone’s rights are protected? What makes you say that? 4. Who should be included in a country’s universe of obligation? Anyone in the country at a given time? Residents of the country? Citizens of the country? <p>Ask students to respond to the questions on an <u>exit card</u> that they will submit at the end of the lesson.</p> <p>Let them know that they will be revisiting these ideas in the next lesson, which focuses on the Universal Declaration of Human Rights.</p> <p><u>Universal Rights Document</u></p> <p>Have students use the above document to reference the Universal Rights that were founded and passed in 1948.</p>
<p>Day 7</p>	<p>Learning Objective:Students will identify what rights make up the Universal Declaration of Human Rights and how these rights can impact relationships between countries, governments, and their citizens.</p> <p>Focus Lesson: Present slide show on Human Rights and describe and discuss the economic, political, cultural and social rights. Have students take notes on the different rights.</p> <p>Children’s Book: Students will create a children’s book highlighting 10 positive attributes of the Universal Declaration of Human Rights. When students are finished, have them share the books with their classmates. Have the students in the class look to identify if each right being violated is a political, social, cultural, or economic right. Discuss with table/shoulder partners or as a class examples of these rights being violated in the world today.</p> <p>Reflection:Students will individually reflect through an essay the following questions:</p> <ol style="list-style-type: none"> 1. What universal rights do you feel are the most important and why? 2. What rights do you take for granted that students and citizens in other countries do not have? 3. From the class discussion during the presentation of the children’s books, what surprised you the most? Why? 4. What can you do to help promote the importance of universal rights in our community, state, and the world?

<p>Day 8</p>	<p>Learning Objective: Students will investigate if there is a human rights violation happening in Russia with the treatment of Alexey Navalny by Vladimir Putin.</p> <p>Focus Lesson: Students will identify who Vladimir Putin is and how he came to rule in Russia. The students will investigate how Putin treats people to gain power and how this can lead to human rights violations.</p> <p>Jigsaw Learning: In groups of three-four, assign each group a topic from the Britannica article and have students create a poster with the following information:</p> <ol style="list-style-type: none"> 1. Notes from the topic 2. Summary of the notes in paragraph form 3. Key vocabulary, people, places and their significance defined 4. Three review questions to ask class after presenting 5. A picture to represent the information. <p>Students will share their information and the class will take notes on the information presented.</p> <p>Quiz will be given at the end of presentations allowing students to use their notes as a reward.</p> <p><u>Vladimir Putin article from Encyclopedia Britannica</u></p>
<p>Day 9</p>	<p>Learning Objective: Students will investigate if there is a human rights violation happening in Russia with the treatment of Alexey Navalny by Vladimir Putin.</p> <p>Focus Lesson: Students will read the article as a class and text mark the important facts and write down any questions they may have. <u>Putin, Poison, and the Importance of Alexey Navalny</u></p> <p>Class Discussion will happen as the students/class/teacher reads the article aloud.</p> <p>Independent Practice:Students will read the following articles and watch the following videos looking for human rights injustices and violations. Students should take notes on these violations.</p> <p><u>The Inside Story of How Navalny Uncovered Putin’s Palace</u> <u>Video of Putin’s Mansion</u></p> <p>Reflection: With all of the evidence presented in the articles/videos/and through class discussion, have the students choose their own article to read and take notes on. Write an objective summary/reflection on if they feel Alexey Navalny is being mistreated and is having his rights violated? <u>Student Reflection</u></p> <p>Students should share reflections with their peers.</p>
<p>Day 10</p>	<p>Learning Objective:Students will watch a Frontline Video on Putin and his rule over Russia.</p> <p>Focus Lesson:</p>

	<p><u>Putin's Way</u>, Frontline Video Hand out <u>Worksheet</u> for students to fill in as they watch the video. After watching the video, have students share their answers with a peer partner.</p> <p>Independent Practice: Write a <u>reflection</u> on Putin's Way, Frontline Video. Share reflections with classmates and discuss.</p>
<p>Day 11</p>	<p>Learning Objective: What is the political history of Myanmar (Burma)? What bearing does it have on the present state of affairs?</p> <ul style="list-style-type: none"> ● Why has the military in Myanmar seized power? ● What has happened as a result of the military coup on Feb. 1st? ● What do the protestors want, and what tools are they using to undermine the military regime? ● What is civil disobedience and how might it affect change in Myanmar? ● How are the protests in Myanmar similar and different to others taking place in Southeast Asia in the last year? ● What human rights violations have occurred because of the coup and how have these violations impacted the citizens? <p>Students will create a KWL on the events in Myanmar. Focus Lesson: Students will create a KWL chart about Myanmar and the events that have happened there over the past year. Students will read together an article on what has happened in Myanmar. <u>Myanmar's Coup and Violence Explained</u> Fill out this <u>Organizer</u> Classroom Law Resources: <u>Myanmar Coup</u> Create a Timeline with a partner outlining the events leading up to the Coup. <u>Timeline</u> 321: As students leave class, have them write down three facts they have learned, two statements that surprised them, and one question they have.</p>
<p>Day 12</p>	<p>Learning Objectives: What is the political history of Myanmar (Burma)? What bearing does it have on the present state of affairs?</p> <ul style="list-style-type: none"> ● Why has the military in Myanmar seized power? ● What has happened as a result of the military coup on Feb. 1st? ● What do the protestors want, and what tools are they using to undermine the military regime? ● What is civil disobedience and how might it affect change in Myanmar? ● How are the protests in Myanmar similar and different to others taking place in Southeast Asia in the last year? ● What human rights violations have occurred because of the coup and how have these violations impacted the citizens? <p>3,2,1: Go over questions from the exit slips handed in yesterday and review facts that were learned and the students found interesting.</p>

	<p><u>Timeline</u>: Students will continue to work on the Timeline assigned in class yesterday.</p>
<p>Day 13-14</p>	<p>Learning Objectives: Students will review human rights violations that have occurred in Myanmar and the type of violations they were and how they impacted the Myanmar citizens.</p> <p>Present Myanmar Timeline to the Class.</p> <p>Research Human Rights....Research three different human rights violations that have occurred in the world. The three violations should be in different areas: cultural, economic, political, and/or social. Find three different violations in three different countries.</p> <p><u>Assignment</u></p>
<p>Day 15</p>	<p>Present Human Rights Topics to Class. Students will present their topics to class.</p> <p><u>Human Rights Organizer</u> Students should fill out this organizer as their classmates present.</p>