

HUMAN RIGHTS EDUCATORS USA-NJ CURRICULUM INTEGRATION PROJECT

LESSON TITLE: Using Inquiry Based Research to Highlight Contemporary Human Rights Challenges

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION:

9th Grade Global History

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED:

5 Class Sessions (40 minutes for each class session)

LESSON AUTHOR: Daniel Norris

AUTHOR AFFILIATION (SCHOOL OR OTHER INSTITUTION):

Ridge High School (Bernards Township NJ Public Schools)

BRIEF DESCRIPTIVE SUMMARY OF LESSON:

Students will be introduced to the concept of Human Rights and tasked with finding how they are still applicable to our world today. Ridge High School's Global History course focuses on the modern world in the 4th marking period, and lends itself to students using the inquiry process to research contemporary Human Rights issues. This series of lessons will begin with a general introduction to the Universal Declaration of Human Rights. Following this, students will design their own questions about what human rights abuses may still be occurring today. The lesson will culminate in students creating an infographic, which will then be shared with the class.

NJ SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:

6.3.12.A. 2 Compare current cases involving slavery, child labor, and other unfair labor practices in the United States with those of other nations, and evaluate the extent to which these problems are universal

6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON:

1.CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LITERACY DEVELOPMENT CONNECTIONS IN LESSON:

A. Students will develop research and analysis skills as they are looking for possible solutions to their human rights challenges.

B. Students will practice communication skills through presenting to their peers.

C. Students will develop writing skills through preparing the information they will present to their peers.

LESSON GOALS/OBJECTIVES—Students will be able to:

1. Define contemporary challenges facing developing nations as human rights abuses and explain how they conflict with the Universal Declaration of Human Rights.

2. Complete research and analysis of primary and secondary sources relating to human rights abuses.

3. Develop a creative infographic that will be distributed to classmates to spread information about the issues they have researched.

LESSON METHODOLOGY AND PROCEDURES:

Day One: What are Human Rights?

Rationale:

Following our unit on the Second World War and the ensuing peace, this lesson will introduce the concept of Human Rights to the class.

Lesson Materials

- Abridged Universal Declaration of Human Rights)
http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbrev.htm
- Sample student-produced infographic : click on the link below
<https://infograph.venngage.com/infograph/publish/57a57e4e-d551-4c47-8220-8270f8eefd3e>

1. Focus Activity (10 Min.):

Students will respond to a Do Now question in their notebooks:

- What are human rights?
- What are some examples of them?
- Who is protected by human rights? Why?

As students are completing the question, the instructor will circulate around the room and check for prior knowledge on the subject. The instructor should note any common misconceptions, or useful examples that can lend themselves to the discussion. After about five minutes, the instructor should review student responses and see what students already know about human rights.

2. Introduction to the Universal Declaration of Human Rights (20 min.)

Students will receive a copy of the UDHR, abridged for youth. The instructor and students will go through a brief history of the document and how/why it was created. Next, the instructor will have students take turns reading the various rights that are listed in the document, and clarifying any student questions about the rights.

3. Think, Pair, and Share: Which Rights Stick Out? (10 min.)

Students will be asked to meet with a partner and discuss which rights they think are the most important, which were most surprising, and which they would like to learn more about in the Universal Declaration of Human Rights. In the final five minutes of the class, partner groups will be asked to share the highlights of their discussion.

Day Two: Brainstorming with Open Minds

1. Rationale:

For research to be more meaningful, students should select a topic they are interested in intrinsically. Allowing them to select their own topics will lead to more ownership of the task.

2. Materials:

-Chromebooks

-Infographic/Assignment Rubric and Instructions (will contain examples)

-Guided Notes for Research

3. Focus Activity (5 Min.):

Consider the Universal Declaration of Human Rights, which we reviewed together yesterday. Of the rights listed, which do you want to learn more about? Consider how specific human rights may be challenged and/or enforced.

4. Full Class Discussion: Open (10 Min.)

Students will engage in a full class discussion of the Do Now, and discuss some of the many possible avenues they can follow in their research. Students are encouraged to give feedback to their classmates on suggested research questions. The main goal is to open up discussion and have students create research questions that will be meaningful to them. This discussion will also help students who are unsure of what they want to research by giving them some ideas from their peers as a starting point for their own work.

5. Research (Remainder of Class Session):

Students will be tasked with finding three resources that support their Human Rights Violation question.

Homework:

Students will continue to find their three sources for homework. They should be given adequate time to complete this research process—at least three days' worth of homework time (ideally spanning a weekend as well).

Day Three: Creating An Infographic

1. Rationale:

One of the best ways to learn about a topic is to prepare to teach it. Students will create an infographic that will highlight statistics/information about the human rights abuse.

2. Lesson Materials:

-Infographic/Assignment Rubric and Instructions
-Chromebooks

3. Procedure: Time to Create! (Full Class Session)

Students will be allotted the full class period with the Chromebooks in order to create their infographic project. Students are encouraged to use programs like Microsoft Word or Publisher. The infographic will contain basic information about the problem, statistics (including visual representations), and persuasive language geared to spread awareness of the human rights challenge.

4. Homework:

The final version of the infographic will be due two days after this lesson concludes.

Day Four: Small Group Work Presentations

1. Rationale:

Students will demonstrate what they learned by sharing with small groups, and learning from others' projects.

2. Focus Activity:

-Students will form groups of four members, and prepare their infographics for presenting.

3. Procedure: Two rounds of presentations

Each group member will be given four minutes to present their project to their three peers. They will explain the human rights issue they researched, what they learned, and what they want their classmates to know about the human rights issue. Group members will be encouraged to ask questions to the presenting member. After each group member has

spoken, students will form new groups with classmates they have not worked with yet. They will repeat the process of presenting. By the end, each student will have presented their work twice, and had the opportunity to learn about six classmates' projects as well.

4. Exit Ticket:

Choose one human rights issue that a classmate presented to you today. What did you learn about it? What do you think can be done to address that human rights violation?

LESSON EXTENSION: Spreading Awareness in the School

Once the infographics have been collected and assessed, there are many avenues to use student work to spread awareness about human rights challenges. Ridge High School has a "Hearts for Human Rights" club (whose club adviser I will be contacting) which frequently posts flyers around the hallways. Students' infographics can be added to these bulletin boards, incorporating their hard work into an extracurricular club, while spreading awareness of key human rights challenges around the school.

ASSESSMENT OF STUDENT PERFORMANCE:

- A. Formative Assessment: Student discussion during the "Open" phase of the project. The instructor can provide feedback about different ideas for research.
- B. Formative Assessment: While students are working on the infographics, the instructor should be circulating around the room and providing feedback on the projects. Students should be using this time efficiently to create a quality product.
- C. Summative Assessment: Student participation in the group presentations. Students should be enthusiastically presenting their findings to their peers, and listening intently and questioning when being presented to.
- D. Summative Assessment: The final infographic will be assessed according to the rubric in the assignment sheet.

LEARNING RESOURCES:

- 1. Human Rights Watc: <http://www.hrw.org/africa>
- 2. Amnesty International USA's Web Page <http://www.amnestyusa.org/>
- 3. The Universal Declaration of Human Rights Abridged Version: From the curriculum Human Rights Here and Now, University of Minnesota Human Rights Resource Center. http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm

4. New York Times Collection of Articles on Human Rights Abuses:

[http://topics.nytimes.com/top/reference/timestopics/subjects/f/freedom and human rights/index.html](http://topics.nytimes.com/top/reference/timestopics/subjects/f/freedom_and_human_rights/index.html)

5. U.S. Department of State Country Reports on Human Rights;

<http://www.state.gov/j/drl/rls/hrrpt/>

LESSON EXTENSION RESOURCES

A. Office of the High Commissioner of Human Rights Annual Reports:

<http://www.ohchr.org/EN/PublicationsResources/Pages/AnnualReportAppeal.aspx>

B. Annual Reports of the UN Human Rights Council:

<http://www.ohchr.org/EN/HRBodies/HRC/Pages/AnnualReports.aspx>

C. Periodic Review of UN Member States Human Rights Conditions:

<http://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRSessions.aspx>

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS:

1. Students who have difficulty because of having limited English proficiency or who require other accommodations may benefit from being grouped with high-achieving students in the class.
2. Students who struggle with reading comprehension will be asked to review their selected sources with the instructor during extra help periods to ensure that they are understanding the meaning behind their research.
3. If students with reading deficiencies are having difficulty finding valid sources, the instructor may provide those students with sample research articles and review how to analyze these articles.

Global History II

Name _____

Unit 5: The Modern World

Period ____ Date _____

Contemporary Human Rights Issues

Task

- Using the Universal Declaration of Human Rights, select one contemporary human rights issue to research.
- Create an infographic that explains your human rights challenge and includes information you found in your research.

Due Date: _____

Instructions

- In class, we will discuss the Universal Declaration of Human Rights and the various rights you have as a human being.
- You will select one of these rights from the handout (Abridged UDHR).
- Conduct research about this right in the modern world. Consider the following:
 - Where is this right being compromised? Use specific current events examples.
 - What relevant data/statistics can I find to prove this is an issue?
 - Why is this right listed in the UDHR? Why are all individuals entitled to it?
- Use the information from your research to create an infographic that will be shared with the class. The infographic should include:
 - A title that grabs the viewer's attention and informs them about what HR issue is being addressed.
 - The use of statistics and data about the problem. This data should include the source you pulled it from on the infographic. (e.g. "Source: Amnesty International USA").
 - Visual aids to emphasize this data. This can be in the form of graphs, tables, political cartoons, etc.—be creative!
- Be prepared to share your infographic with your classmates in small groups.

Suggested Websites:

Human Rights Watch: <http://www.hrw.org>

Amnesty International: <http://www.amnestyusa.org/>

United Nations News Portal on Human Rights: <http://www.un.org/apps/news/subject.asp?SubjectID=5>

To Create the Infographic (NOTE: Some of these templates require a premium paid service. There are many free-to-use ones!): <http://venngage.com>

You can also use Microsoft Publisher/Word templates.

	Criteria – Infographic Appearance	Excellent	Good	Fair	Poor	Missing
Infographic Appearance -1/3 Project Grade		<ul style="list-style-type: none"> • Infographic is creative and uses a variety of visual aids to help explain the content. • Infographic has a clean layout that is easy to read. • The reader can clearly understand the main ideas within the infographic. 				
	Criteria – Infographic Content	Excellent	Good	Fair	Poor	Missing
Infographic Content -1/3 Project Grade		<ul style="list-style-type: none"> • Addresses why the human rights issue is important. • Includes information about where the challenge is occurring. • Includes statistics and data from the research. • Cites the sources from where data is gathered. 				
	Criteria – Infographic Presentation	Excellent	Good	Fair	Poor	Missing
Infographic Presentation -1/3 Project Grade		<ul style="list-style-type: none"> • Presentation to small group is well-prepared. • Student works cooperatively with all group members. 				