

Human Rights Educators USA-NJ Curriculum Integration Guide Project

LESSON TITLE: The New Deal and Human Rights

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION:

- United States History II (Grades 10 or 11)

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED:

- About two 40 minute class periods
- (The time frame is sufficient if students have pre-existing knowledge of the New Deal. If not, an additional time period should be added for research.)

LESSON AUTHOR:

- Jessica Mintz, (Lesson plan adapted from the Human Rights Resource Center of the University of Minnesota Law School Human Rights Center)

<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-3/Activity1.htm>

AUTHOR AFFILIATION: Bayonne High School, Social Studies Teacher

BRIEF DESCRIPTIVE SUMMARY OF LESSON:

This lesson invites students to identify what human rights are by having students evaluate and critique the New Deal with a human rights lens. Students will first develop a working definition of “human” and “rights”, and then “human rights”; from there, students will review various New Deal reforms in order to decide whether or not human rights are being fulfilled by the New Deal or are being violated by the New Deal. By the end of the lesson, students will be able to assess the extent to which the United States was able to meet citizens’ basic human rights.

NJ SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:

6.1.12.A.10.b – Assess the effectiveness of governmental policies enacted during the New Deal Period.

6.1.12.C.10.a – Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.A.10.c – Evaluate the short and long-term impact of the expanded role of government

COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON

COMMON CORE STANDARDS

LA.11-12.CCSS.ELA-Literacy.WHST.11-12.9 - [Grade Level Standard] - Draw evidence from informational texts to support analysis, reflection, and research.

LITERACY DEVELOPMENT CONNECTIONS IN LESSON:

- A. Reading primary sources and governmental documents (UDHR, New Deal Reforms)
- B. Writing clear, coherent paragraphs that adequately link the UDHR to New Deal Reforms
- C. Interpreting government documents

LESSON GOALS/OBJECTIVES—Students will be able to:

1. Understand what human rights are and how they have or have not been fulfilled in the US over time.
2. Analyze multiple documents in order to ascertain whether or not they feel the New Deal reforms violate or upheld the basic human rights of Americans.
3. Compare and contrast how the New Deal affected the various social and ethnic groups of the United States.
4. Recognize how the human rights that were fulfilled of various social and ethnic groups were not fulfilled for every social and ethnic group.

LESSON METHODOLOGY AND PROCEDURES:

Day 1

1. Students will brainstorm answers to the Do Now question(s) individually upon entering the classroom. Do Now: What does it mean to be “human?” What are “rights?”
2. Whole class discussion on the Do Now. The teacher will record answers on the board as students respond to the following questions:
 - a. What does it mean to be ‘human?’
 - b. What qualities define a human?” (Students will list words like “intelligence,” “sympathy,” etc.)
3. Once students have exhausted different qualities of being human, the teacher will circle those words. Then, the discussion will expand to *things that are needed to protect, enhance, and fully develop these qualities of being human.*
 - a. This list will include “education,” “friendship,” “loving family,” etc. By the end of this activity, students will be able to explain how they are human and draw connections to how those qualities need to be protected for everyone.

- b. Key Questions to ask:
 - i. In what ways, if any, have our human qualities been threatened?
 1. For example: We have organized belief systems, like religion, which are criticized, denounced, or forbidden in certain places in the world.
 - ii. What can we do to ensure that our qualities of being human are protected?
 1. For example: We can offer freedom of religion or religious tolerance.
 - iii. How can we protect intelligence and knowledge?
 - iv. What can we do to enhance or fully develop knowledge?
 - v. How can we encourage empathy or sympathy?
4. Next, split students into small groups of 3-4 students. Within those groups students will discuss a list of questions and record them on their "Human Worksheet." These questions will help the students brainstorm ideas on what it means to be human.
 - a. The questions should take the students about ten minutes to complete. In order to understand what the students were able to take away from the activity, the whole class can have a discussion on their answers to the questions.
 - b. After discussing the student answers, explain the Do Now. Everything listed within the circle relates to being a whole person, while everything else on the outside of the circle represents what is necessary to being a whole person. With this framework, the teacher will explain that Human Rights are based on these necessities.
5. After that, show a 10 minute YouTube video about Human Rights.
 - a. Video Name: The Universal Declaration of Human Rights
 - b. Link to Video: <https://www.youtube.com/watch?v=hTlrSYbCbHE>.
 - c. Students will complete the "Human Rights Video Worksheet" while watching the video. This video helps students develop a working definition of human rights and recognize that they, too, have rights they can exercise.
6. At the end of day 1, distribute the Universal Declaration of Human Rights (UDHR) to the students. For homework students will read the UDHR and come up with at least one question about the document. While they are reading, students should highlight or note vocabulary they do not understand. Now that students have begun to recognize their rights as human beings, they will go home to evaluate and analyze the UDHR. It can be anticipated that the students will recognize a disconnect between the UDHR and reality
 - a. I use the plain language version of the UDHR with English Language Learners; however, I have also used the plain language version with some of my students with reading challenges and I find that it helps them understand the content better when they aren't struggling with the words and phrasing of a government document.

Day 2

7. Do Now: Turn and Talk to your peers about your homework assignment
 - a. What was most interesting?
 - b. List the words you did not know and identify whether or not you still do not understand that word and its context.
 - c. Were there any discrepancies between what you read and what you experience in real life?
8. Next, students will be paired. Students will work on the “New Deal Comparison” Worksheet, which instructs students to:
 - a. Choose a New Deal reform (this can be assigned by the teacher, or the teacher can provide a list of reforms from which the students can choose)
 - b. Restate the New Deal reform in your own words.
 - c. The next page will have a list of different numbered articles from the UDHR; students have to read these articles aloud and then after discussing what each article means the students will describe in their own words what each article guarantees.
 - i. Note, on the “New Deal Comparison” Worksheet I have pulled out a number of UDHR articles that I found most applicable to the New Deal; however, this step can be easily accommodated for your student population and focus.
 - d. After that, the group will decide whether or not the New Deal fulfills or violates the article(s) from the UDHR.
 - i. If there is not a reform that fulfilled this right, then students should be asked to propose a solution for the time period.
9. Closing activity: Once every pair has made a decision as to whether or not the New Deal reform fulfilled a basic human right, the pairs will take part in a spectrum activity.
 - a. Teacher draws a line horizontally across the board. On one side it will say “UDHR was fulfilled,” and on the other side it will say “UDHR was violated.”
 - b. One member of each group will come to the board and place a tic mark where their group feels their reform lies. This way, the students can visually see how many of the articles were upheld by the American government, and how many articles were not.
10. Finally, students will spend the last 5 minutes of class writing a summative response to the following questions:
 - a. What are “Rights?”
 - b. How was your article of the UDHR fulfilled by the New Deal or not?
 - c. Utilizing the discussion they had with their group members, they will be able to determine whether or not the New Deal responded well to the American people. They will be expected to support their answers with the documents they received throughout the two-day lesson.

ASSESSMENT OF STUDENT PERFORMANCE:

- A. Completion of the worksheets (Human Worksheet, Human Rights Video Worksheet, and New Deal Comparison Worksheet)
- B. Participation in small groups, in pairs, in large group discussions, and in the spectrum activity.

LEARNING RESOURCES:

- 1. Worksheets are provided separately as Word files.
- 2. The Universal Declaration of Human Rights Video
<https://www.youtube.com/watch?v=hTlrSYbCbHE>
- 3. Plain Language UDHR
http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr3/blms/3-2-3b.pdf

LESSON EXTENSION RESOURCES:

- A. University of Minnesota Law School – Human Rights Resource Center
<http://www.hrusa.org/>
- B. What are the universal human rights?
<https://www.youtube.com/watch?v=nDglVseTkuE>
 - Note: This video in some ways is better than the film cited within the methodology section and is much more recent (2015).
- C. Gilder Lehrman Institute of American History – The New Deal, then and now -
<http://tinyurl.com/od5fw4s>
- D. U.S. History.org - An Evaluation of the New Deal - <http://tinyurl.com/npw4j99>

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS:

- 1. Many of the activities can be adjusted regarding length of time; as long as the activities go in order, there should be no confusion in terms of scaffolding information.
- 2. Language throughout this activity can be challenging; students can easily become confused or frustrated with the seemingly “easy” introductory questions. Also the words “fulfill,” “violate,” and/or “guarantee” can be confusing for English Language Learners. Depending on how this information is presented, students might be

confused on what they need to accomplish with their worksheets and the spectrum. It is important for students to reiterate directions to the teacher in order to ensure that the students are cognizant of the next step.

3. Students might confuse the Universal Declaration of Human Rights with other documents like the Bill of Rights or the Constitution, thus it is important to explain what the UDHR is and that it is an international document that is still used to this day. The last challenge would be the teacher's phrasing.

Period: _____

What does it mean to be human?

1. What does it mean to be fully human?
2. How is that different from just “being alive” or “surviving?”
3. Are all human beings essentially (basically) equal?
4. Are human differences valuable? Explain.
5. Can any of our basic human qualities be taken away from us? For example: Only human beings can communicate with a complex language system; are you human if you lose the power of speech?
6. What would happen if you had to give up one of these human necessities? How would you feel?

Name: _____

Period: _____

Human Rights Video

1. How does the video define: Human?
2. How does the video define: Rights?
3. How does the video define: Human Rights?
4. Which people have Human Rights?
5. What did Cyrus the Great do?
6. What is Natural Law?
7. While Europe had human rights, what happened to the rest of the world?
8. Now that we have the Universal Declaration of Human Rights, why is there still discrimination, torture, and poverty?
9. Where do Universal Human Rights begin?