HUMAN RIGHTS CURRICULUM INTEGRATION GUIDE PROJECT

LESSON TITLE: **Going Global: Investigating Global Issues of Interest and Importance**

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION: **7th and 8th grade, can be tailored to fit high school classes**

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: **Ongoing project, dependent on time and frequency of work sessions.** (If completed entirely in class, students would need a minimum of 8-10 class periods, presuming a class is 45 minutes in length.)

LESSON AUTHOR: **Jamie Warner**

AUTHOR AFFILIATION (SCHOOL OR OTHER INSTITUTION): **Social Studies Teacher, Orange Avenue School, Cranford, NJ**

BRIEF DESCRIPTIVE SUMMARY OF LESSON

This is an independent research project with regard to Human Rights issues in our modern world. Students focus on areas of interest to them based on the Universal Declaration of Human Rights and then study a location that is a hotbed of violations of their chosen human right. The long-term study culminates with a structured presentation of their topic with the intent to raise awareness of Human Rights issues and the intent of proposing a potential solution utilizing specific problem-solving steps.

NJ CORE CURRICULUM STANDARDS ADDRESSED IN LESSON

A. **6.2** All students will acquire the knowledge and skills necessary to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

B. **6.2.8.A.3.d** Compare the status (i.e. political, economic and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

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

COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON

1.**CCSS.ELA-LITERACY.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

2. **CCSS.ELA-LITERACY.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

3. **CCSS.ELA-LITERACY.RI.8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

LITERACY DEVELOPMENT CONNECTIONS IN LESSON

A. **CCSS.ELA-Literacy.RH.6-8.7**: Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

B. **CCSS.ELA-Literacy.CCRA.R.7**: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

C. Students will determine the validity of evidence they have researched by analyzing the sources of their information and corroborating the evidence found in their research.

D. Students will refine their presentation skills.

LESSON GOALS/OBJECTIVES—Students will be able to:

1. research a Human Rights issue of interest to them, compiling sound, relevant and valid research on their subject matter.

2. discuss the history of their Human Rights issue, places impacted by this issue in the modern day, and the duration, depth and intensity of their issue.

3. discuss solutions to their Human Rights issue (proposed or in place) and evaluate the level of success of such solutions.

4. create a presentation (format to be decided by the student), that will raise awareness for their particular Human Rights issue.

5. work in groups according to the commonality of their Human Rights topic and Human Rights research.

6. apply the SOLVED method in preparing their research for presentation.

7. present their findings in a summative format acting as an expert panel.

LESSON METHODOLOGY AND PROCEDURES

1. Have students take the Human Rights Temperature of their school.
Prior to the beginning of the project, students should be introduced to the United Nations' Declaration of Human Rights. You should have students complete the needs Assessment: Take the Human Rights Temperature of Your School. A handy tool, developed and distributed by the Human Rights Resource Center at the University of Minnesota, it allows students and teachers to discover human rights strengths and pinpoint areas that need a more comfortable temperature. This introductory activity will allow students to reflect on human rights issues within their school and local community, while familiarizing themselves with the enumerated rights. Available in *Topic Book 1: Economic & Social Justice* on pp. 67-72 or on-line at
http://www.hrusa.org/hrmaterials/temperature/interactive.php.

2. Explore the Universal Declaration of Human Rights.
The United Nations Universal Declaration of Human Rights is available as full text or broken down into simpler language, with accompanying public service announcements, to be used at your discretion. You may want to share the PSA exemplars with your students, as they may choose to create a PSA of their own based on their choice of right(s) to explore. Use these resources (or others you may encounter on your own investigations) to familiarize yourself with the Declaration of Human Rights. http://www.humanrights.com/home.html\ You may also consider introducing Human Rights and their history using these two powerful videos: http://ed.ted.com/on/SrD8n6To and
https://www.youtube.com/watch?v=oh3BbLk5UIQ. The TedEd resource listed here includes a series of questions, which you may edit and tailor to your needs, if choosing to assign questions for review. Any or all of these videos will be sure to help jumpstart student conversation about the importance of the work they will be doing with their Human Rights research.

3. Compelling Questions
Encourage students to develop personalized, research-based questions with regard to Human Rights. You will need to help students define what a "compelling question" is. To facilitate this, work with students to co-create criteria for compelling questions. The most basic part of the compelling question is it should not be simply answered with a "Yes" or "No" answer, but it should guide student research towards other questions and areas. In other words, a compelling question leads one towards even more questions. Consider using a question on water sanitation as an example. A non-compelling question might be "Do all populations have access to clean water?" This question can be answered with a simple. "no." Encourage students to repurpose the question in a way that it cannot be easily answered. Upon editing, the question should change to something like this: "Why don't all populations have access to clean water?" or "Why do some populations have access to clean water while others do not?" This question may lead students to research areas of the world that lack water sanitation, as well as political and economic reasons for the lack of clean water, in addition to proposed solutions and the degree to which the solutions have been helpful.

4. Peer Revision - Pair & Share for Compelling Question Edits
Provide students with time to collaborate and revise or rework their compelling questions to ensure conformity with the agreed upon criteria. This revision could take place in class or it could take place in an online format or discussion area. Online resources like www.padlet.com would lend itself to this type of work as each student could create a different post and other students would be able to respond and provide feedback, as needed.

5. Create a resource containing teacher-curated website links in the areas that pertain to the personal Human Rights interests and the compelling question(s) of your students, to be shared with your students. It is helpful to provide students with a few examples of appropriate sources/credible links. Consider finding at least one resource per topic or human right to help guide student research.

6. Human Rights Research
 Share the project overview with your students and review each of the essential requirements thoroughly so that students know what they will be accountable for completing. Next, instruct students to begin their research, based on the compelling questions they created and work-shopped with peers. You might consider having students find 2-3 sources during each period of research. Consider requiring students to have a minimum of 6 sources of information; you can certainly adjust this requirement as you see fit. A period of research could be one class period or several class periods so that students may have access to you for questions or guidance with regard to their research, the credibility of sources, etc. Or, you may choose to have the students complete their research remotely for homework, coming to class prepared to share their findings. Consider the age group of your students, as well as their prior experience with online research in deciding how best to assign the research component. Share the Human Rights Research Guide with students so that they understand the process of summarizing their research, as well as proper sourcing.

7. Personal Goal Statement
Encourage students to write a personal goal they have for their Human Rights Project. It is expected that this goal may change as their research continues. This requirement is included on the Human Rights Research Guide handout. You may give an example of a personal goal statement, such as "My personal goal for this project is to raise awareness for the lack of water sanitation in the world." Or, it could be more complex, such as "My personal goal for this project is to develop a public service announcement for a large audience on the subject of the lack of water sanitation in the world in order to raise awareness and funding for practical solutions to this issue."

8. Comparative Analysis – Global sources
Encourage students to utilize the website http://newspapermap.com to find at least one newspaper (from an area of the world other than the U.S.) that linked to their Human Rights research. Have students include this global perspective in their presentation. This may open up the discussion of how reporting may vary from one media outlet to another, one country to another, etc. The reasons for similarities or differences in reporting should facilitate a rich analysis or discussion.

9. Personal Learning Reflection
Students should reflect on their progress with regard to their Human Rights research project. This reflection will help students prepare for a conference with their teacher to determine their progress and any need for additional guidance. It would be helpful if the teacher reviewed each student's reflection during a brief conference to ensure that students are following through with their research and on the right path, as far as credible and trusted sources. The Personal Learning Reflection handout will guide this work.

10. Share your best resource! (Optional)
Encourage students to share their best resources with their peers who may doing the same or similar research. A good website to share resources in a forum might be www.padlet.com. Here, students can create a post which includes the link to their best resource for information, as well as the topic of their research. Students should write a brief statement about what he/she learned and how helpful the resource proved to be.

11. Infographic Creation
Encourage students to create an infographic that demonstrates some of their main findings and strongest points of research. Students should consider their audience as they develop the information they want to showcase in this short, concise and visual format. This infographic should serve as a "hook" to engage the audience and make them want to learn more about the project and the subject of student research. Websites that offer a platform for infographic creation, as well as templates and guides on how to create an infographic include:
https://www.canva.com
https://www.easel.ly
https://infogr.am

12. Final Project Creation
Instruct students to create their final project presentation in the format of their choosing (i.e. Google Slides, poster, scrapbook, digital Public Service Announcement, pamphlet, website, etc.). Provide students with a checklist or completion rubric to ensure that they have included all of the main components of the required work. The final project completion rubric may be helpful.

13. Teach-In Panels
Have students work in cooperative groups, based on the commonalities of their Human Rights projects and research topics. Students should combine their research findings in these small panels and then students will apply the SOLVED method in their panel presentations to increase their understanding of their Human Rights issue and to share their findings with the whole class. The purpose of this collaborative presentation is to raise awareness for the Human Rights issue and the extent to which it is affecting the world. In addition, organizing students into smaller groups based on their human right will cut down on the use of time and repetition of individual project presentations. The SOLVED method worksheet should be reviewed with students at

the outset of their collaborative work. Students should present their findings, signifying the culmination of their Human Rights project work.

ASSESSMENT OF STUDENT PERFORMANCE

Summative: Students will be assessed according to the initial outline/project rubric that they were given. (Rubric)

B. Formative: Students will be assessed periodically through various research checkpoints and reflective surveys. (Checkpoint Worksheet – optional)

LEARNING RESOURCES

1. Step 1: Taking the Human Rights Temperature of your School Community
    http://www.hrusa.org/hrmaterials/temperature/interactive.php

2. Step 2: Review the Universal Declaration of Human Rights
    a. Text of the Human Rights document:
        http://www.humanrights.com/home.html
    b. Video introducing Human Rights: http://ed.ted.com/on/SrD8n6To
    c.   Additional video introducing Human Rights:
        https://www.youtube.com/watch?v=oh3BbLk5UIQ

3. Step 9: Looking at Global Sources for Comparative Analysis of Human Rights coverage: http://newspapermap.com

4. Step 11: Sharing Your Best Resource: www.padlet.com

5. Step 12: Infographic Creation
     https://www.canva.com
    https://www.easel.ly
    https://infogr.am

EXTENSION RESOURCES

A. http://www.youthforhumanrights.org/freeinfo.html
B. http://iwitness.usc.edu/SFI/BrowseTopics.aspx?TopicID=32
C. http://iwitness.usc.edu/SFI/Activity/Detail.aspx?activityID=2394

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS (CLASSIFIED STUDENTS, ENGLISH LANGUAGE LEARNERS, OTHERS)

1. This lesson is open to learned of all ability levels in the classroom and differentiated through student choice. Students determine the Human Right of interest to them, as well as the format for their final presentation, making this a truly open-ended, student driven form of learning and assessment.

2. It may be appropriate to modify the number of research resources required of some students and, if necessary, the teacher can curate research links for students who may benefit from this.

3. Charts or graphic organizers may prove helpful for visual learners who struggle organizing a great deal of information.

Going Global:
Investigating Global Issues of Interest and Importance

We have had an opportunity to get acquainted with the United Nations' Universal Declaration of Human Rights. After investigating the rights included in this important document, you are encouraged to explore an area of the world where you believe one or more of the enumerated rights have been violated.

You will choose an area of interest to you and investigate your topic independently. Ultimately, you will research your selected area of interest and create a presentation on your chosen subject for a larger audience. You will have some time in class, periodically, to work on your end project.

Your presentation must include the following:

- **Which Human Right(s) are you addressing in your presentation? You must include the specific right within your presentation.**
- **Identify the problem and its scope (depth, intensity, duration, effects)**
- **A brief history of the problem, including the causes of the problem**
- **What are the global reactions to the issue? /What were the global community's responses to the issue?**
- **What solutions have been proposed? How successful have they been?**
- **MLA Works Cited page**

You may organize your presentation into one of a variety of digital formats or platforms including PowerPoint, Keynote, a video, public service announcement or Prezi. You may produce a final product on paper in the form of a scrapbook, poster or research report. If you have another idea for the organization and presentation of your research, please check with your teacher for approval.

Name _____

Human Rights Assignment: Research Guide

Step #1: Begin researching a "Human Rights" topic of interest to you. Be sure to use credible and trustworthy sources of evidence.

Step #2: Research---begin taking notes. Google Docs are fine but DO NOT simply cut and paste. Follow this format for each source:
A. A brief summary of the worthwhile information you found. A summary should be limited to just a few sentences.
B. Direct quotations or citations, if appropriate.
C. A link to the information you found.
D. The author and/or source of your information.
E. The date you accessed the information found.
F. Develop a question based on this information or what you would like to know more about with regard to this information.

Step #3: In addition to research, write a personal goal you have for your Human Rights Project (for now). It is expected that this goal could change as your research and your knowledge expand but consider what your goal is at this time.

To sum up, you are required to complete the following:

1. ***Research notes, preferably "bulleted" or in summary format with proper citation information recorded.***
2. ***Questions being created to guide and facilitate research.***
3. ***A personal goal statement (expected to change as research for your project goes on).***

Step #4: On the due date, your teacher will check your progress and address any questions you may have with regard to your research or future work.

SOLVED Method for Problem-Solving

In your collaborative groups, you will employ the SOLVED method to determine the best plan of action with regard to addressing your Human Rights issue. Be prepared to share your findings and your process with the class.

STATE the problem as you see it. (Bring in all aspects of your research to explain what the problem is.)

OPEN the discussion to many points of view. (What are the points of view to everyone involved? Examples: What are the viewpoints of the victims? What are the viewpoints of the oppressors?)

LIST appropriate solutions to the problem.

VETO solutions which would not be appropriate to someone involved.

EVALUATE solutions which are left.

DO (or recommend) the solution most appropriate to all parties.

Human Rights Final Project Checklist   **Due Date: _____**

Please be sure to check off each component/requirement of your Human Rights Project to ensure you have done a thorough job in completing all requirements. You will turn in this checklist with a printed copy of your work. Below, you will see the checklist is also in the order in which you are to hand in all of your work on Human Rights. You must have all of it printed and presented in this order for your work to be considered complete.

Your presentation must include the following:

◊ **A cover page with the topic you chose to investigate, your two compelling questions, a symbol of your issue and your MLA heading (__/5pts)**

◊ **Identify the problem and its scope**
  o **What is the issue you investigated? (____/10pts)**
  o **How long has the issue been going on? (____/10pts)**
  o **What places or populations of people are most affected by it? (____/10pts)**

◊ **A brief history of the problem, including the causes of the problem**
  o **What is the history of the issue? How did it start/what has brought it to where it is today? (____/10pts)**
  o **What has caused the problem, to the best of your knowledge? (____/10pts)**

◊ **Which Human Right(s) are you addressing in your presentation? You must include the specific right within your presentation. (____/5pts)**

◊ **What are the global reactions to the issue? /What were the global community's responses to the issue? (____/10pts)**

◊ **What solutions have been proposed? How successful have they been? (____/10pts)**

◊ **An info-graphic outlining key ideas related to your Human Rights issue (____/10pts)**

◊ **MLA Works Cited Page (____/10pts)**

◊ **Project Checklist/Rubric (Be sure your name is at the top of the page as well as your class period.)**

Name:_____   Date:_____

Please complete this reflection form, as assigned. We will be conferencing to discuss your progress and any support you may need moving forward. Therefore, it is important that you are honest in your responses.

Personal Learning Reflection

1) After ____ (insert the number of working days) Human Rights Project working days, I have accomplished…

2) On a scale of 1-6, this is how well I feel I used my time in class (highlight the number that best fits your experience):

Poor time management   1   2   3   4   5   6   **Expert time management**

3) Next work session, my goal is to…

4) List one thing you are especially proud of with regard to your project work.

5) List one thing you can improve on for our next work session.

6) How can I support you or your research? What questions do you have for me?

7) Any questions, comments, concerns, or ideas you want to share?

Name: _____ **Period** _____

Human Rights Project: Research Checkpoints

Checkpoint	Due Date	Suggested length or format	Points Earned	Comments
1) Establish your topic or area for exploration. Include one or two compelling questions you want to research further. Write a brief statement addressing your chosen topic, the human rights issue it concerns and why it is an area or topic that you have chosen to research. At the top of the page, write the format for your presentation (i.e. poster, Prezi, etc.).		Minimum of 1-2 paragraphs; include 1-2 compelling questions.	_____/20 pts.	
2) Collect three sources of information regarding your topic. Print the sources and highlight pertinent or helpful information. Record the sources of the information in MLA Format.		Printed sources; Highlighted information; sources recorded in MLA format.	_____/30 pts.	
3) Use of class time for project work.			_____/20 pts.	
4) Make notes on the information in your sources so that the research is reflected in your own words, incorporating quotations where it is appropriate to do so. Be sure to cite your source of information with your notes. (Notecards may be helpful for this task.)		Notes or notecards on your printed research; Pertinent information should be in your own words and cited.	_____/30 pts.	
5) Use of class time for project work.			_____/20 pts.	

Checkpoint	Due Date	Suggested length or format	Points Earned	Comments
6) Collect three more sources of information regarding your topic. Print the sources and highlight pertinent or helpful information. Record the sources of the information in MLA Format.		Printed sources; Highlighted information; sources recorded in MLA format.	_____/30 pts.	
7) Use of class time for project work.			_____/20 pts.	
8) Make notes on the information in your sources so that the research is reflected in your own words, incorporating quotations where it is appropriate to do so. Be sure to cite your source of information with your notes. (Notecards may be helpful for this task.)		Notes or notecards on your printed research; Pertinent information should be in your own words and cited.	_____/30 pts.	
9) Use of class time for project work.			_____/20 pts.	
10) An outline or overview of your project is due.		Written or visual outline.	_____/10 pts.	
11) Use of class time for project work.			_____/20 pts.	
12) Project Due with MLA Works Cited.			_____ /100 pts.	