

LESSON TITLE: Human Rights and Justice: An Ancient and Modern Case Study

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION: 6-8

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: 7-8 Class Periods (58 Minutes Each)

LESSON AUTHOR: Mary Backman mary.backman@ww-p.org

AUTHOR AFFILIATION: West Windsor-Plainsboro Regional School District, New Jersey

BRIEF DESCRIPTIVE SUMMARY OF LESSON

This lesson challenges students to establish, defend, and complicate their understandings of the relationship between justice and human rights through analysis of primary and secondary sources and a structured in class discussion. Students will evaluate both an ancient law code (Hammurabi's Code) and modern examples of juvenile justice in the United States using relevant articles from the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child(CRC) to determine the ways in which human rights can be challenged or reinforced by different applications of justice.

Hammurabi's code source analysis is adapted from:

<https://www.dbqproject.com/product/mini-qs-world-history-vol-1-class-set/>

also available at:

<http://hyltonhs.pwcs.edu/common/pages/DisplayFile.aspx?itemId=2804474>

NJ STUDENT LEARNING STANDARDS ADDRESSED IN LESSON

3.12.D.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights privacy.

6.2.8.A.2.A Explain how why different early river valley civilizations developed similar forms of government and legal structures.

COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON

06-08.RH.01 Cite specific textual evidence to support analysis of primary and secondary sources.

06-08.WST.01.B Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

LITERACY DEVELOPMENT CONNECTIONS IN LESSON

- A. Refinement of persuasive and argumentative writing skills
- B. Refinement and further development of close reading skills

LESSON GOALS/OBJECTIVES—Students will be able to:

1. Define “justice” using a variety of sources and past life experiences
2. Identify the factors that could influence an individuals’ or government’s understanding or application of justice (for example: historical context)
3. Classify both ancient laws and modern consequences administered by the United States Juvenile Justice Department as either “just” or “unjust”
4. Evaluate the degree to which ancient laws and/or modern consequences administered by the United States Juvenile Justice Department either challenge or reinforce the principles set forth in the UDHR and Conventions on the Rights of the Child.
5. Explain how their individual understanding of justice has been changed, reinforced, or complicated through the source analysis and in class discussion.
6. Clearly communicate opinions and responses to the essential and guiding questions through writing and in class discussion.

LESSON METHODOLOGY AND PROCEDURES

Note: In order to effectively implement this unit, it is necessary that students are familiar with key concepts of human rights. For suggested lessons to introduce human rights, see item C under EXTENSION RESOURCES.

All timed pacing guidelines are approximate and can be changed based on class period structure and the individual needs of students.

Day 1: “What is justice? What does it mean for a law or punishment to be ‘just’?” Unit introduction

1. **(5 mins.)** Use the *Human Rights and Justice* student handout to introduce the essential questions, “What is justice? How could human rights be reinforced or challenged by different examples of justice?” in addition to the guiding questions on the first page.
 - a. Item 2 under MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS provides differentiation suggestions for this segment.

2. **(20 mins.)** Students will complete the “hook exercise” to identify their ideas about law and fairness, which will help them to more effectively generate a definition of justice and identify the relationship between the two. This will also enable students to connect ideas of law and justice to their own lives’ and personal experiences.
3. **(15 mins.)** Students will apply their ideas about justice and fairness to real world scenarios. Student’s will also begin to consider the ways that justice can have multiple impacts, by evaluating each scenario through the lenses (individual perspective, victim’s perspective, and societal perspective)
4. **(15 mins.)** Students will complete the *Hammurabi’s Code: Background Reading* while identifying the main idea and key details of each paragraph.

Day 2-3: Hammurabi Document Analysis

1. **(5 mins.)** Students will turn and talk to a partner to refresh their memories in regards to the previous lesson and the class definition of justice. This will help them be better prepared to complete step 2.
2. **(50 mins. of Day 2 and 30 mins. of Day 3)** Students will use the guiding questions for each document to help determine the degree to which Hammurabi’s Code was a just or unjust code of laws. Students will use evidence from the documents to help support their answers.
 - a. Many of the guiding questions for the lesson are included within this document. This will allow for students to reflect upon how their understandings of these questions have been changed, reinforced, or complicated throughout the lesson.
 - b. For each document students will have to explain why they classified Hammurabi’s Code as just or unjust. Challenge students to elaborate on their thinking here and consider what criteria they used to make their judgements.
 - c. Students work in partners or individually when completing each document.
 - d. **(Final 20 mins. of Day 3)** Once students have completed all guiding questions, they meet in groups of 4 or more to share their rating of Hammurabi’s code and explain their thinking behind it. This will help students to begin to determine how they’ve decided whether the laws are just or unjust.
3. By the end of Day 3 students should have completed all guiding questions. Student’s will then organize the laws as just or unjust using the *Organizing the evidence graphic organizer*
 - a. Students should complete the graphic organizer individually and then share out with a partner or group to compare students’ opinions.

Day 4-5: Juvenile Justice Article Analysis and Human Rights Evaluation

1. **(30-45 mins.)** Students will closely read “Juvenile Justice” by Carl Stoffers and “The Shocking Truth about Kids and Jail” by Sandy Fernandez. Each article provides an overview of the juvenile justice system in the United States, multiple perspectives on current challenges of the juvenile justice system, and three personal accounts from individuals who have first-hand experience within the juvenile justice system.
2. **(30 mins.)** Students will complete the *Juvenile Justice* handout to help them identify the key details of each article. This will also challenge students to revisit the lessons guiding question. Students can complete this individually, in pairs, or in small groups. If students work individually they should share and compare their responses with a classmate when they are finished.
3. **(30-45 mins.)** Students will then complete the *Justice and Human Rights Handout*. This will challenge students to evaluate the degree to which ancient laws and/or modern consequences administered by the United States Juvenile Justice Department either challenge or reinforce the principles set forth in the UDHR and Conventions on the Rights of the Child. Students should complete this in pairs or small groups so that they can share and compare their thoughts with their classmates to consider other perspectives.

Day 6: In Class Discussion Preparation (this could be completed as part of day 5 or assigned for homework depending upon grade level and/or student needs)

1. **(30-40 mins.)** In order to prepare students for the in-class discussion, they will complete the *Human Rights and Justice: An Ancient and Modern Case Study In Class Discussion Preparation* handout which will allow them to organize their thinking in response to the discussion questions for the following day.
2. **(10-20 mins.)** The teacher should establish behavioral and academic expectations for in class discussions at this time if they have not been established prior. The *Discussions Guidelines and Question Stems* handout can be used to establish these expectations and help students form questions before and during the discussion.

Day 8: In Class Discussion and Lesson Reflection

1. **(30 mins.)** Students will participate in a full class discussion which will center around the essential and guiding question for the lesson. The discussion can take place in many formats (for example, full class, inner-outer circle, small groups), but should remain student-centered.
 - a. The *In-Class Discussion Student Feedback* handout can be used during an inner-outer circle discussion to engage the outer circle students in

peer evaluation, and for students to self-evaluate following the discussion.

2. **(20 mins.)** After the discussion has concluded, students will complete the *Human Rights and Justice: an Ancient and Modern Case Study Reflection* assignment which will challenge them to reflect upon and explain how their individual understanding of justice has been changed, reinforced, or complicated throughout the lesson.

ASSESSMENTS OF STUDENT PERFORMANCE

- A. Student responses to the questions within the *Human Rights and Justice* handout, document and article analysis, and in class discussion will serve as assessment for learning outcomes 1-5
- B. Student responses in the in-class discussion and lesson reflection will serve as assessment for learning outcome 6.
 - a. The *In-Class Discussion Rubric* handout can be used to assess students' performance during the in-class discussion. This rubric assesses student's communication and argumentation skills.
 - b. For further discussion assessment resources, see item A under EXTENSION RESOURCES.

LEARNING RESOURCES

All lesson materials can be viewed and copied through the link below:

<https://docs.google.com/document/d/e/2PACX-1vSIWJkUG1YGFA6klPKYGkYwKR5d4NbRzwh74mvEbNfnkV5KyWuyUOi-TG4bX8uaAtxG6WLIXjGy-pm/pub>

All assessment materials can be viewed and copied through the links below:

<https://docs.google.com/document/d/e/2PACX-1vRiFJmkOZ0M79m3VrtQoAqi1glOxUfLCGFCNnKvRnhHvOVt89OX4YOkwzgjxoIo2AZEhlxTyHMBg3Qz/pub>

<https://docs.google.com/document/d/e/2PACX-1vTcSg7wPOOg5YbuFCDaymVtqoNkuVuXQbiEz6y8MriTgiGf00H7tl3Dxdh3jMwblhvGyuWLhFxLbfSW/pub>

https://docs.google.com/document/d/e/2PACX-1vQB2vNy5YXnV3EOH0zgWmyHfXReCK1pdlMcClhqq_vUuDSrTK8DYy96_dBql8q6Tuxk6aO2arGf8mFj/pub

Hammurabi's code source analysis is adapted from:

<https://www.dbqproject.com/product/mini-qs-world-history-vol-1-class-set/>
(available without subscription)
<http://hyltonhs.pwcs.edu/common/pages/DisplayFile.aspx?itemId=2804474>

Juvenile Justice- *Upfront* Magazine (requires subscription)

<https://upfront.scholastic.com/issues/2017-18/121117/juvenile-justice.html#1220L>

(text-only format available without subscription)

https://www.thefreelibrary.com/_/print/PrintArticle.aspx?id=519035932

The Shocking Truth About Kids and Jail- *Choices* Magazine

<https://choices.scholastic.com/issues/2017-18/110117/the-shocking-truth-about-kids-and-jail.html>

EXTENSION RESOURCES (RESOURCES WHICH FACULTY AND STUDENTS CAN USE TO FURTHER EXPLORE OR EXTEND LEARNING ABOUT THE LESSON TOPICS)

- A. **Harkness Discussions: Explanation and Assessment Resources** This webpage provides an excellent explanation of the Harkness method of table discussion. The resources provided could be used by teachers and adapted for the use of students to better assess and keep track of the in-class discussion. <http://www.rhscontentliteracies.org/speaking-and-listening/harkness-discussions>
- B. **What are Human Rights? Lesson Plan from the Equality and Human Rights Commission of Scotland and Wales:** this lesson plan could be adapted and used with the UDHR or CRC to introduce the concept of human rights <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights>
- C. **Classroom Expectations Using the UDHR:** This lesson introduces students to the UDHR and the concept of universal human rights. Students are challenged to use the UDHR as a means to identify the rights and expectations within their classroom. https://docs.google.com/document/d/e/2PACX-1vTtvoNy_ITvfM-iW51ii0sgjXhcVmwK1xEQZXZ6ma5mq2MspnmMwPSbRyo0h5cDrL9zt9jkkz9X4Hbo/pub
- D. **The Sentencing Project: Juvenile Justice:** This research and advocacy group provides a multitude of resources that explore issues of juvenile justice in addition to many other social issues. <https://www.sentencingproject.org/issues/juvenile-justice/>
- E. **Kids Incarcerated Teen Vogue:** An article series on youth incarceration in the United States for National Youth Justice Awareness Month. This includes many articles that cover a variety of topics about juvenile justice

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

1. All documents and articles can be shortened to aid struggling readers, while still providing the necessary information to consider the essential and guiding questions
 - a. Documents that do not include specific laws from Hammurabi's code could be eliminated.
 - b. Juvenile justice articles could be shortened to only include the personal accounts.
2. Students who are unfamiliar with human rights, or are inexperienced grappling with and discussing concepts of law, fairness, and justice may be overwhelmed with the introduction of both essential questions on the first day of the unit. To prevent this, the teacher could only introduce the essential and guiding questions relating to law, fairness, and justice on the first day of the unit. Once students have clearly identified and applied definitions of these concepts, the questions on human rights could be introduced.
3. To address the academic needs of your students, the second essential question could be modified to: *How can human rights, like those in the UDHR and CRC, help societies and governments have more just/fair laws and punishments?*
4. Both the UDHR and CRC are available in child friendly versions included in the links below. These documents could be modified to only include specific articles that are explicitly relevant to the topic of justice.
http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf
<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>
5. The duration of each activity can be adjusted based on the individual needs of students.
6. The in-class discussion reflection could be modified to either an audio or video response to accommodate struggling learners. [Flipgrid](#) is a great website for video responses.

Human Rights and Justice

Essential Questions:



What is Justice? How could human rights be reinforced or challenged by different examples of justice?

Overview: One of the biggest challenges societies have faced throughout history is determining fair laws and punishments. Over the next few days, we will examine several examples of both ancient and modern laws and punishments. Our analysis will conclude with an in-class discussion that will help us answer the following questions:

- What is law?
- What makes a law fair or unfair?
- What is “justice”?
- How could human rights be reinforced or challenged by different examples of justice?
- What makes a punishment “just” or “unjust”?
- How could the meaning of just change within different circumstances?
- Was Hammurabi’s Code Just?

Hook Exercise

Directions: Use the questions in the table below to help your table group start to think deeper about law and later justice. First, answer each question individually using your personal experiences to help support your answers. Next, share out with the rest of your group and record at least one group members' answers. **Remember, the term law also includes school rules and rules your family may have at home.**

Question:	My Perspective: <i>What do you think?</i>	Another Perspective: <i>What did my partner(s) think?</i>
What is the purpose of law?		
What are some different kinds of laws? (For example, traffic laws)		
Where do our laws come from? What people get to make them?		
Can laws be unfair? Provide an example (types of examples: personal, community, experience)		

The word justice has a very close relation to fairness. What do you think “justice” means? Turn and talk to your group until you have all agreed on a definition of justice and record it in the space below. Once hearing from all other groups, record the class definition as well.

What is justice?	
Group Definition:	Class Definition:

Considering Justice Through Three Lenses

Directions: In each case below, consider justice in three ways: Is the outcome **fair to the accused**? Is the outcome **fair to the victim**? Is the outcome in the **best interest of the general society**?

CASE A:

Rohan is caught shoplifting headphones at Target. Rohan is 15 years old. It is a first offense. The police call his parents, and Rohan returns the headphones. There will be no criminal record.

In judging whether this is a fair handling of the case, ask:

Is it fair to Rohan?

Is it fair to Target?

Is it fair to society? Is it in the best interest of society?

CASE B:

Alex is caught shoplifting a brand new I-Phone at Target. Alex is 19 years old. This will be his felony third conviction, all for shoplifting. (Felony is the word used to describe crimes of high seriousness. People who have been convicted of felonies lose their right to vote, and must disclose their criminal past when applying for jobs, housing, etc.) Because of the Three Strikes law, his state requires that he serve a minimum of ten years in prison with no chance of parole.

In judging whether this is a fair handling of the case, ask:

Is it fair to Alex?

Is it fair to Target?

Is it fair to society? Is it in the best interest of society?

Background Reading

Historical Question:

Hammurabi's Code: Was it Just?

First, we will examine one of the world's oldest sets of laws. This code of laws was written by Hammurabi ("ha-moo-rob-bee") king of Babylon in the 18th century BCE. Hammurabi's Code is often studied to understand the values of ancient Mesopotamia, and also to understand the concept of justice.

Nearly 4,000 years ago, a man named Hammurabi ("ha-moo-rob-bee") became king of a small city-state in Mesopotamia called Babylon. Today Babylon exists only as an archaeological site in central Iraq. But in Hammurabi's time, it was the capital of an empire.

We know little about Hammurabi's personal life. We do not know his birth date, how many wives and children he had, or how and when he died. We aren't even sure what he looked like. However, thanks to thousands of clay writing tablets that have been found by archaeologists, we know something about Hammurabi's military campaigns and his dealings with surrounding city-states. We also know quite a bit about everyday life in Babylonia.

Main Idea: What is this paragraph(s) about?

The tablets tell us that Hammurabi was king for 42 years (1792-1750 BCE). For the first 30 years, he ruled the kingdom of Babylonia. During this time, Babylon was often at war with other city-states. This changed, however. Hammurabi used his army to conquer the city-states and he became ruler of much of Mesopotamia.

Mesopotamia existed long before King Hammurabi took control of the region. Mesopotamia had become the world's first civilization around 3500 BCE. By the time Hammurabi became the king of Babylon in 1793 BCE, cuneiform writing had already been around for more than 1,700 years.

Hammurabi's empire had an estimated population of 1,000,000. Most of his subjects were farmers. The people lived in city-states surrounded by fields and watered by irrigation canals that were fed by the Tigris and Euphrates rivers.

Main Idea:

After his military victories over other city-states, Hammurabi's thoughts of war gave way to thoughts of peace. Hammurabi wanted to end conflict between city-states and create order, unity, and justice throughout his empire. In the 38th year of his rule, Hammurabi had 282 laws carved on a large, pillar-like stone called a stele ("stee-lee").

Main Idea:

<p>Today these laws are called Hammurabi's Code. These laws covered many areas of life, including taxes and trade, marriage and divorce, and theft and murder. Historians believed Hammurabi placed several of these inscribed steles around the empire, so that all people would know the laws. Only one of these steles still exists today.</p>	
<p>Hammurabi was not the first Mesopotamian ruler to put his laws into writing, but his code was the most complete. By studying his laws, historians have been able to get a good picture of many aspects of Babylonian society- work and family life, social structures, trade, and government.</p> <p>For example, we know that there were three distinct social classes: landowners, free people who did not own land, and slaves. The many farm and irrigation laws tell us that Babylonians depended upon their crops for survival. The Code also tells us of everyday problems, like buildings collapsing, oxen getting loose and trampling fields, and neighbors squabbling, much as they do today. Hammurabi tried to bring order and fairness to it all.</p>	<p><u>Main Idea:</u></p>
<p>What follows are documents that list some of Hammurabi's laws. Some students have found the laws overly harsh. Others have found them to be quite balanced, given the harsh realities of ancient life.</p> <p>After reading the laws, you will consider justice on three levels- fairness to the accused, fairness to the victim, and fairness and security for society- and answer the question:</p> <p style="text-align: center;">HAMMURABI'S CODE: WAS IT JUST?</p>	<p><u>Main Idea:</u></p>

Name: _____ Date: _____ Period: _____ #: _____

**Human Rights and Justice Part 1:
Hammurabi's Code: DOCUMENTS**

Document A: excerpt of Hammurabi's Code

Source: **Excerpts** from the Epilogue of Hammurabi's Code, circa 1752 BCE

Note: Following the laws is an **Epilogue** in which Hammurabi states how the laws should be carried out. Hammurabi refers to **Shamash**, the god of justice. Hammurabi believed that Shamash instructed him in the law and that Hammurabi ruled under Shamash's direction.

Hammurabi, the protecting king am I. I set up these, my precious words, so that the strong might not injure the weak and to protect the widows and orphans. These words written upon my memorial stone, as king of righteousness.

By command of Shamash, the great god and judge of heaven and earth, let righteousness go forward. Let no destruction **befall** my monument; let my name be ever repeated; let the **oppressed** who has a case at law, come and stand before this my image as king of righteousness and let them read the **inscription**, and understand my precious words.

In future time, through all coming generations, let the king, who may be in the land, observe the words of righteousness which I have written on my monument; let him not alter the law of the land which I have given.

If this ruler does not **esteem** my words, if he destroys the law which I have given, may the great gods of heaven and earth inflict a curse upon his family, his land, his warriors, his subjects, and his troops.

Vocabulary:

Epilogue: conclusion

Excerpt: part of something

befall: happen to

Oppressed: those who are treated unfairly or cruelly

Inscription: writing

Esteem: respect and value

Document B: Property Law 1

Source: Property Law #1

Excerpts from Hammurabi's Code, circa 1754 BCE

Law 21: If a man has broken through the wall (to rob) a house, they shall put him to death and **pierce** him, or hang him in the hole in the wall which he made.

Law 23: If the robber is not caught, the man who was robbed shall formally declare whatever he has lost before a god, and the city and the mayor in whose territory or district the robbery has been committed shall replace for him whatever he has lost.

Law 48: If a man has borrowed money to plant his fields and a storm has flooded his field or carried away the crop... in that year he does not have to pay his **creditor**.

Law 53, 54: If a man has opened his trench for irrigation and the waters have flooded his neighbor's field, the man must **restore** the crop he has caused to be lost.

Vocabulary:

Pierce: stab

Creditor: person that lends money to someone

Restore: to give back

Document C: Personal Injury Law

Source: Personal Injury Law

Excerpts from Hammurabi's Code, circa 1754 BCE

Law 196: If a man has knocked out the eye of a free man, his eye shall be knocked out.

Law 199: If he has knocked out the eye of a slave... he shall pay half his value.

Law 209: If a man strikes the daughter of a free man and causes her to lose the fruit of her womb he shall pay 10 shekels of silver.

Law 213: If he has struck the slave girl of a free man and causes her to lose the fruit of her womb, he shall pay 2 shekels of silver.

Law 215: If a surgeon has operated with a bronze lancet on the body of a free man... and saves the man's life, he shall receive 10 shekels of silver.

Law 218: If a surgeon has operated with a bronze lancet on a free man for a serious injury, and has caused his death... his hand shall be cut off.

Vocabulary:

Strikes: hits

Fruit of her womb: unborn child

Shekels: ancient coins

Lancet: knife used for surgery

Document D: Property Law 2

Source: Property Law #2

Excerpts from Hammurabi's Code, circa 1754 BCE

Law 229: If a builder built a house for someone, and does not construct it properly, and the house which he built falls in and kills its owners, then that builder shall be put to death.

Law 232: If a person's goods are ruined, the builder shall make compensation for all that has been ruined. If he did not construct the house properly and it fell, he shall re-erect the house from his own means (his own money).

Vocabulary:

Compensation: pay for damage using money or goods

Name: _____ Date: _____ Period: _____ #: _____

Guiding Questions
Historical Question:
Hammurabi's Code: Was it Just?

Directions: Preview these questions **BEFORE** you read each document. As you read, complete the questions for each document.

Document A: excerpt of Hammurabi's Code

1. According to Hammurabi, what was his *purpose* for having written these laws?

2. Who **commanded** (told) Hammurabi to create this monument?

3. What does Hammurabi threaten will happen to any future Babylonian king who **does not** follow these laws?

Based on the document, was Hammurabi's Code **JUST? Why or Why not?**
Mark your answer on the scale below with a **circle** and explain your reasoning in the space below

UNJUST _____ I _____ JUST

Document B: Property Law #1

1. In Law 21, what is the penalty for breaking into a home?
2. How might Hammurabi justify (explain why it is reasonable) the harsh punishment?
3. In law 23, if the robber is not caught, who reimburses (pays back) the victim for his or her loss?
4. How might Hammurabi have justified reimbursing (pays back) the victim?

Based on the document, was Hammurabi's Code **JUST**? **Why or Why not?**

Mark your answer on the scale below with a **circle** and explain your reasoning in the space below

UNJUST _____ I _____ JUST

Document C: Personal Injury Law

1. Examine laws 196 and 199. How do you think Hammurabi would justify the different punishments for the same crime?
2. What is the meaning of “fruit of her womb?”
3. Is justice always the same? That is, is a just punishment *in 1800 BCE* **also** a just punishment *today*? Explain your reasoning.

Based on the document, was Hammurabi’s Code **JUST? Why or Why not?**

Mark your answer on the scale below with a **circle** and explain your reasoning in the space below

UNJUST _____ I _____ JUST

Document D: Property Law 2

1. Is law 229 just? Why or why not?
2. **Insurance** is the process through which an insured item is replaced or repaid in some form. How does law 232 resemble a form of insurance?

Based on the document, was Hammurabi's Code **JUST? Why or Why not?**
Mark your answer on the scale below with a **circle** and explain your reasoning in the space below

UNJUST _____ I _____ JUST

Name: _____ Date: _____ Period: _____ #: _____

Hammurabi’s Code:
Organizing the Evidence

Directions: To help you decide on whether you think Hammurabi’s Code was just or unjust, list examples FROM THE DOCUMENTS of Hammurabi being just or unjust. **You can include direct quotes from the documents.** This **does not** have to be done in complete sentences.

Hammurabi’s Code is <u>JUST</u> EVIDENCE	Hammurabi’s Code is <u>UNJUST</u> EVIDENCE

Conclusion: Circle your answer
Based on the evidence from the documents, Hammurabi’s Code is **just** / **unjust**.

Name: _____ Date: _____ Period: _____ #: _____

<p style="text-align: center;">Human Rights and Justice Part 2: Juvenile Justice in the United States Article Comprehension</p>

Directions: In order to complicate your understanding of “justice,” closely read both articles about the juvenile justice system in the United States. Use close reading strategies to help you identify the main idea and important details of the article. Then, answer the following questions **using evidence/examples from the article to support your thinking where appropriate.**

UPFront Magazine- Juvenile Justice

- 1) What were **two** different points of view discussed in the article?

- 2) How has the American Justice System changed since the 1980s and 1990s?

- 3) Does **just** change with the conditions you are living in (**Example:** if you’re are a child)? Is the meaning of “just” relative (meaning specific to your life) or universal (means the same to everyone)?

- 4) Do you think the punishments described in the article are just? Why or why not?

The Shocking Truth About Kids in Jail

- 1) *"If all you've ever known as a child is destruction, you absorb that,"* stated 16 year-old Marcus in the article. Do you believe that the environment a child experiences should have an impact on how justice applies to them?

- 2) What are at least 2 pieces of evidence that the author gives to support their claim that the "youth prison system is broken"?

- 3) What solutions does the author propose to fix some of the problems within the youth prison system? Do you believe these would be effective solutions? Why or Why Not?

- 4) Are the punishments and experiences described in this article just? Why or Why not?

Human Rights and Justice Part 2: Juvenile Justice in the United States

Evaluating Justice With Human Rights

In order to complicate your understanding of “justice,” we will now incorporate the principles of human rights to evaluate the degree to which punishments or experiences are “just” or “unjust.” Remember! These rights are intended to be universal (for all humans, or all humans under 18 for the CRC) and also function as the standards for the entire world.

Directions: Use rights set forth in the the [Universal Declaration of Human Rights](#)(UDRH) and the [Convention on the Rights of the Child](#)(CRC) to reevaluate the examples of justice in both Hammurabi’s Code and the juvenile justice articles.

Which article(s) of each document most closely relate to issues of justice?

How could these articles help to establish universal standard(s) of fairness or justice when determining consequences?

The Convention on the Rights of the Child defines a child as any human under the age of 18. Why is it important to have different standards for children and adults?

Human Rights and Justice: An Ancient and Modern Case Study In Class Discussion Preparation

Directions: To help prepare for our in-class discussion, thoughtfully answer each of the questions below. Use examples from the documents, articles, and your past life experiences to help support and explain your answers.

1. Was Hammurabi's Code **just** (according to our class definition)?
2. Does the word **justice** mean the same thing in ancient and modern times? Does the meaning of just change over time? What factors contribute to changing the meaning of
3. Does **justice** change with the conditions you are living in (**Example:** war times)? Is the meaning of just relative (meaning specific to your life, **Example:** if you are a child) or universal (means the same to everyone)?
4. How could human rights be reinforced or challenged by different examples of **justice**?
5. What makes a punishment "**just**" or "**unjust**"? How should just punishments be decided?
6. Should our class definition of **justice** change based on what you read in the documents?
7. Write **ONE** question of your own for the Socratic Circle:

Human Rights and Justice: Part 3

In-Class Discussion Reflection

Directions: Based on our discussion of justice and human rights, explain how your understanding of justice has been changed, challenged, or complicated throughout this unit. Pick **one** of the questions below to help guide your response. Use any of the unit materials to help support your thinking.

- What is justice?
- Should standards of justice be the same for children as for adults?
- What is the best way to change an unjust law or rule?
- What could be done to make the U.S. juvenile justice system more just?
- What can people/I do to oppose injustice and work for a more just society?
- How can human rights standards help to promote justice? (especially for young people)?

Name: _____

Keep Section

Discussion Guidelines and Question Stems

Crucial to successful class discussion is an understanding of the difference between dialogue and debate. Students must understand why we value the dialogue that we seek through discussion. The purpose of the discussion is to expand our ideas and deepen our thinking, not to come to a particular conclusion or any conclusion at all.

DIALOGUE IS...	DEBATE IS...
collaborative	oppositional
about understanding	about proving others wrong
listening for deeper meaning	listening for flaws
re-evaluating assumptions	defending assumptions
keeping an open mind	close-minded
about temporarily suspending beliefs	about defending beliefs
searching for strength or validity in all ideas	searching for weakness in ideas
about respecting all participants	about belittling or demeaning others
exploring different possibilities	having one right answer
open-ended	demands conclusion

The following are some sample roles and responsibilities of discussion participants:

- **Be prepared to participate;** the quality of the seminar diminishes when participants speak without preparation.
- **Refer to the text** often and when needed; a seminar is not a test of memory.
- **Ask good questions** and ask for clarification when confused.
- **Listen carefully** and actively to your fellow participants.
- Speak so that all can hear you.
- Address your fellow participants, not just the leader.
- **Show respect** for differing ideas, thoughts, and values.
- **Give evidence** and examples to support your responses.
- **Help** fellow participants clarify questions and responses
- **Keep your mind open to new ideas and possibilities**

Name: _____

Keep Section

Discussion Question Stems

As you prepare your questions for the in class discussion, consider using these question stems to help you develop critical thinking questions instead of just comprehension questions.

Clarification

- I'm not sure I understand (character, action, event description, purpose).
- Tell me more about (character, action, event).

Cause and Effect

- Why do you think (event, reaction) happened?
- How could (event, reaction) have been prevented?
- Do you think (event, reaction) would happen that way again? Why?
- What are some reasons (idea) (action)?
- What will (society) do now that (event)?

Compare / Contrast

- How are (idea) and (idea) alike? Different?
- What is (event) similar to in our own time, environment?
- How does this (theory/idea) remind you of (current event)?

Benefits / Burdens

- What are some of the reasons (decision, reaction) wouldn't (would) be a good idea?
- Based on the information in the reading, what inference/ assumption can you make about (event/theme/social problem)?

Point of View / Perspective

- How might (author/classmate/individual) have felt during (event)?
- How did (author/classmate/individual) influence (character's development, event)?

Structure / Function

- What was the goal of the author?
- What were author's choices of how to (respond to a situation)?
- What do you think of (author)'s approach to (problem, situation)?
- What better choices could (character) have made concerning (problem, situation)?
- What is the author's purpose for including (character, event, detail)?

Different Situation

- Can you describe a situation in which (authors argument) would be acceptable/unacceptable?
- Suppose (event) had happened differently. How would that change the outcome of (event)?

Evaluate

- The author of the story states " . " Do you agree with his/her statement?
- What is wrong with (author's) reasoning concerning (character, situation, event)?
- Does (character's) treatment of (other character/s) seem fair?
- What conclusion can the reader draw about (author/event/social problem etc)?

Support Questions/Responses:

- Can you give us an example of ...?
- Where in the story ...?
- What would be a good reason for ...?
- What is some evidence for ...?
- I saw it a slightly different way ...
- That's a good point. What about ...?
- I disagree a little. To me, .. ?

Name: _____

Period: _____

In Class Discussion Rubric

COMMUNICATION		ARGUMENTATION	
Listens to others respectfully	/3	Stays on Topic	/3
Maintains eye contact and uses respectful body language	/3	Uses specific evidence from the unit materials or past experience to support ideas	/3
Speaks loudly and clearly	/3	Builds off of others' ideas and/or brings others into the conversation	/3

3= Always

2= Some of the time

1= Rarely

Additional Comments:

Name _____ Date _____ Period: _____

Socratic Circle Feedback Form

Observer (Outer Circle)

Rate the inner circle's performance on the following criteria of being an Effective Communicator:
(circle the appropriate number)

<i>DID THE PARTICIPANTS...</i>	Poor		Average		Excellent
Dig below the surface meaning?	1	2	3	4	5
Speak loudly and clearly?	1	2	3	4	5
Cite reasons and evidence for statements	1	2	3	4	5
Listen to others respectfully?	1	2	3	4	5
Stick to the topic?	1	2	3	4	5
Talk to each other, not just the leader?	1	2	3	4	5
Support each other? Piggyback ideas?	1	2	3	4	5
Question others in a civil manner?	1	2	3	4	5

1. Name specific people who did one or more of the criteria well. Explain what they did.

2. What was the most interesting idea to come from a participant?

3. What is the best thing you observed?

4. What is the worst thing you observed? Without naming a specific person, give a suggestion as to how this troubling thing could be corrected or improved upon?

Name _____ Date _____ Period: _____

Socratic Circle Self-Evaluation Form

Discussion Participant (Inner Circle)

Rate YOUR performance on the following criteria: (circle the appropriate number)

<i>I...</i>	Did not Attempt	Attempted			Gave Extra Effort
Contributed to the discussion	1	2	3	4	5
Spoke loudly and clearly	1	2	3	4	5
Offered reasons and evidence to support my claims	1	2	3	4	5
Listened to others respectfully	1	2	3	4	5
Stuck to the topic	1	2	3	4	5
Talked to others, not just the leader	1	2	3	4	5
Supported others and/or Piggybacked ideas	1	2	3	4	5
Questioned others in a civil manner	1	2	3	4	5

COMMENTS:

1. Write one thing that you feel you could improve upon and why.

2. Write one thing that you felt you did well? Explain why.

3. Additional comments that you would like to share