

Human Rights Educators USA-NJ Curriculum Integration Guide Project

LESSON TITLE: The UDHR & Contemporary Issues

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION: 9-12

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: 2 class sessions
(1 research / 1 presentation)

LESSON AUTHOR: Sharon Sweeney (based on a lesson created by Nancy Flowers)

AUTHOR AFFILIATION: Hunterdon Central Regional High School (Flemington NJ)

BRIEF DESCRIPTIVE SUMMARY OF LESSON:

This lesson asks students to correlate the UDHR to current newspaper articles which illustrate the portrayal of human rights in one of four situations (rights achieved, rights denied, rights violated, rights in conflict). Students will explain that situation, the correlation to the UDHR, and then write a reflection on the role of the UDHR in potentially resolving the situation.

NJ SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:

- A. 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.
- B. 6.2.12.b.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.
- C. 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- D. 6.2.12.A.6.a Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON:

1. CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

2. CCSS.ELA-LITERACY.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LITERACY DEVELOPMENT CONNECTIONS IN LESSON:

A. CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LESSON GOALS/OBJECTIVES—Students will be able to:

1. Become familiar with the human rights listed in the Universal Declaration of Human Rights (UDHR).
2. Understand how enforcement of the UDHR can end human rights violations

LESSON METHODOLOGY AND PROCEDURES:

1. Divide the class into 4 groups: Rights Achieved, Rights Denied, Rights Violated, and Rights in Conflict.
2. In class, each student group will research and find current (less than 30 days old) newspaper articles (1 for each student in the group) for Global Issues based on the assigned topic of “Rights Achieved,” “Rights Denied,” “Rights Violated,” or “Rights in Conflict.”
3. After explaining the newspaper article to the class, the student will use a copy of the UDHR, and provide the class with an oral explanation as to which right(s) listed in the UDHR has /have been violated (achieved / denied / in conflict) and how so as displayed in the newspaper article.
4. Students will each write a short reflection on how the right achieved / denied / violated / in conflict discussed was / could be rectified through enforcement of the UDHR article. For example, UDHR article 4 states “*no one shall be held in slavery or servitude....*” What would be a governmental or international organization’s enforcement mechanism if someone did hold someone else in slavery or in servitude?

ASSESSMENT OF STUDENT PERFORMANCE:

- A. Newspaper articles actively chosen by students. Student choice of newspaper article must be relevant to the topic chosen (e.g., “Rights

Denied,") and the UDHR article being discussed (e.g., Article 4 - "*no one shall be held in slavery or servitude....*")

- B. Student oral presentations
- C. Student written reflections

LEARNING RESOURCES:

- 1. Copy of the UDHR ---- <http://www.un.org/en/documents/udhr/>
- 2. Current newspapers (*The New York Times*, for example)

EXTENSION RESOURCES:

- A. Databases such as Global Issues in Context, Facts on File, Global Issues

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS:

- 1. Extended time for research
- 2. Chunking the assignment
- 3. Assign an article to the group rather than individually
- 4. Terms defined for special needs learners or ELL learners
- 5. A contextual explanation for ELL learners concerning the acceptance that rights violations may be necessary under certain circumstances. For example, UDHR Article 13 states "*Everyone has the right to freedom of movement and residence within the borders of each state.*" Let's consider the massive migration of refugees into Europe from Syria today. While Article 13 promotes the movement of these refugees from "state" to "state," what is the political and economic reality of such movement to the European states who are hosting these people? Is there a point when they must economically close their doors, thereby violating Article 13?

UDHR and Contemporary Issues

Using current newspapers, find current events about human rights issues in the world today (remember you MUST use global issues!).

- ∞ Your group will focus on 1 of 4 topics: rights achieved, rights denied, rights violated, rights in conflict.
- ∞ Each person in the group should have a different article portraying the topic (i.e., "right denied"). The examples should be shown through an article along with a headline, and/or pictures with captions.
- ∞ Relate your article to the UDHR article it represents.
- ∞ Each example should **be labeled with the UDHR article that is represented**. Label the article number and the short title on the article.
- ∞ Next, write a **short caption** on the article, stating how the current event is an example of rights achieved, denied, violated or conflict.
- ∞ Each person in the group will present his/her article to the class with the explanation.
- ∞ Finally, for homework, write a reflection (no more than 1 page typed in your Google folder) on how the right achieved / denied / violated / in conflict discussed was / could be rectified through enforcement of the UDHR article.

Follow these guidelines:

Human rights achieved: Examples of human rights being upheld and supported. Positive examples!

Human rights denied: Human rights not recognized or given to people. For example, the right to vote was denied to women in the U.S. until 1920.

Human rights violated: Human rights that are supposed to be protected, but are violated either by the government, other people, or other circumstances. For example, African Americans had the legal right to vote in the 1930s, but some people prevented them from voting through violent means.

Human rights in conflict: Two people, or two groups of people, who are both trying to exercise their rights come into conflict. For example, your sister exercises her right to listen to her music loudly, but that conflicts with your right to have a quiet place to study.

