



GENERATION HUMAN RIGHTS / TELLING HISTORY PROJECT UNIVERSAL DECLARATION OF HUMAN RIGHTS

Overview:

This class enables the students to have the basic understanding of human rights that they will need as they investigate human rights in the upcoming classes. They will learn about the Universal Declaration of Human Rights and work with a partner to identify any rights they feel are not being supported in their community or other areas of the world. As a class they will explore the articles further by creating their own articles for the Rights of the Teenager.

Essential Question

- Do all human beings have the same rights, and if so, is it possible to support them?

Common Core Standards

- CCSS.ELA-Literacy.RH.11-12.7
- CCSS.ELA-Literacy.RH.11-12.3
- CCSS.ELA-Literacy.RH.11-12.4
- CCSS.ELA-Literacy.RH.11-12.2

Learning Goals:

Students will be able to:

- Articulate the definition of human rights.
- Work in partners to identify articles in the UDHR that they feel are not being upheld.
- Synthesize their knowledge of the UDHR to create their own articles on the Rights of Teenagers.
- Compare and contrast their classroom definitions of the THP Glossary vocabulary to the accepted definitions.

Telling History Project Glossary

- Human Rights: The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.
- Universal Declaration of Human Rights : was adopted by the General Assembly of the United Nations on December 10th, 1948. The UDHR was the first time that countries agreed on a comprehensive statement of inalienable human rights.

Materials for Instructor:

- Hand-outs of Universal Declaration of Human Rights
- Whiteboard or blackboard for notes
- Sample of a completed Rights of the Teenager document

Materials for Students:

- THP Journals

I. Introduce the concept of Human Rights (10 min.)

Step One:

Ask students if they think there are rights for every human being on earth. Ask them to share their definitions of human rights that they have been reflecting on since the last class. Lead them into defining human rights as a class, in their words, for the THP Glossary.

- After they have created their own class definition of human rights share the accepted definition: The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.
 - Ask students to point out the differences in their definition and the accepted one.
 - What is their definition missing?
 - Ask students if they would like to rewrite their definition of human rights.

Step Two:

- Explain that In 1948 the United Nations created The Universal Declaration of Human Rights—the first document listing the 30 human rights to which everyone is entitled.

II. Exploration of the Universal Declaration of Human Rights (15 min.)

Step One:

- Ask students to sit with a partner and hand out copies of the Declaration of the Human Rights. As students review the document ask them to think of any human rights that can be applied specifically to their neighborhood or school. Possibly there are specific rights to those settings that are not listed in the declaration.

Step Two:

- When students have gone through the UDHR list on the classroom board any rights they felt were not included. Then ask them if there are any rights not listed that are specific to being teenagers. Start a chart on the classroom board under the heading: RIGHTS of the TEENAGER
 - Have students add rights to the RIGHTS of the TEENAGER

III. Closing Discussion: 10 minutes

Entry point questions:

- With your new understanding of the Universal Declaration of Human Rights, has your view or your community changed in any way? If so, how?
- With your new understanding of the Universal Declaration of Human Rights, has your view of the global community changed in any way? If so, how?

