

# Human Body, Human Rights Project

Topic: Human Body Systems

In this current quarter, as you begin your dystopian studies, you will often see societies that make decisions affecting citizens rights. How do we know if these decisions are good for us? What things in society might not let our body systems function as they should? For example, how do things like the right to play protect the health of our circulatory system; or the right to clean air affect our respiratory systems? You will hopefully ask these questions as you focus on a human body system, along with a human right that is inextricably linked to it in a variety of ways.

1. To become experts on at least one human body system.
2. To connect human body systems with larger issues and rights in our world.
3. To grow as research scientists. This means we push our own learning beyond where it is currently. *(Some of you may know a lot about the human body, how can you push it further? What challenges or risks can you take on?)*

## Milestones



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All milestones should be completed in order, submitted on time, and checked by a teacher.

- **Completed Human Body Notes (Class/Individual)** Due 11/9/23  
All human body notes should be checked off, indicated by a Seal of Approval stamp
- **Group Human Rights Brainstorm (Class) p.3** Due 11/13/23  
As a group, you will learn more about human rights & what body systems may be impacted by ensuring them.  
We will use this learning to create a work of art.
- **Human Body System Exploration Work/Practice (Individual/Group) p.4** Due 11/16/23  
You will get the chance to dive deeper exploring several different body systems, complete a card sort, and learn more facts. This will help you strengthen your knowledge about all the systems and will help you make a decision about which one(s) you might like to focus on.
- **Human Body Systems/Functions Checkpoint (Individual)** Due 11/17/23  
When you are ready, you will take a quiz to assess your understanding of the different body systems, their functions, and the major organs that make up that system. This will be a separate grade from the project, but an important step towards starting your work.
- **Project Plan (Individual) p.5** Due 11/20/23  
You will create a plan that includes what body system(s) you are focusing on, what human rights you are examining, and what style project you are choosing. You will meet with Ms. Hardin to get approval for your plan.
- **Research- Notes & Works Cited (Individual/Group) p.6-10** Due 12/4/23  
You will take notes on the major research areas. You must also include a list of at least three sources using APA format in this section as your works cited page.
- **Project (Individual) p.11&12** Due 12/18/23  
Your project will include the following parts: (last full class day to work- 12/11)
  - Purpose/Function of your organ system
  - Organs and parts of this system
  - Any other cool things your system can do!
  - What human right is linked to your organ system
  - How being denied that right might affect your body system
  - 2 ways we can protect that human right or improve the quality of the organ systemYour project may take the form of a paper, poster, presentation/slides, brochure, model with labels, illustrated children's book, dystopian short story, proposal for the city or county government of Durham, or a detailed book synopsis (using one of the books from our text set). You can also get approval for another idea.
- **Gallery Walk & Reflection (Individual) p.13-14** Due 12/18/23  
How did your project connect to your own identity and what you value? How did the project help you better understand the human body and our human rights? You will also get a chance to reflect on other projects!
- **Rubric (Reference) p.15**  
Use the rubric to help assess your own project and make sure you have included everything you need!

**Group Human Rights Brainstorm (Class)**

**Due 11/13/23**

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Station Number	What Human Rights do you think the book(s) are discussing? Why?	What body systems might be linked to it?

\_\_\_ Complete BODY SYSTEMS CARD SORT (in shelf work file)

\_\_\_ Complete Microscope Body Systems Activity (at microscopes)

\_\_\_ Complete an activity for at least 4 systems below. All details are listed on Canvas.

- Digestive
  - Complete Digestive Gizmos
- Reproductive
  - Science News for Students: Explainer: How the Body Sculpts a Child
  - Crash Course Anatomy #40 Video
  - Crash Course Anatomy #41 Video
- Musculoskeletal
  - Complete Muscles and Bones Gizmos
- Circulatory
  - Complete Circulatory Gizmos
- Endocrine
  - Watch Video "What are endocrine disruptors?"
  - Play Endocrine Ed
  - Watch "Endocrine System" by Amoeba Sisters
- Immune
  - HHMI Interactive: The Immune System
  - Watch Amoeba Sisters "Immune System" video
- Nervous
  - Create a Brain Cap
  - Perform Nervous System Activities online & Watch Amoeba Sisters "Nervous System"
  - Complete Senses Gizmos
- Respiratory
  - Play Respiratory Journey
  - Look at the ArcGIS site "The Air We Breathe"
  - Watch Amoeba Sisters "Respiratory System"
- Excretory
  - Watch the TedEd video "How do your kidneys work?"
  - Read Science News for Students "Waiting for a Smart Toilet"
  - Watch Amoeba Sisters "Excretory System"

\_\_\_ Optional: Study for Body Systems Checkpoint with online flashcards or quizzing a partner or watching Amoeba Sisters: Body Systems Overview

## Project Plan (Individual)

Due 11/20/23

Read over the Project Details on page 11, then create your plan!

Body System(s) I'm Interested in & why:	
A Human Right I think is connected to this system:	
Sources I Can Use (If you need help, Ms. Hardin can help!):	
My Project Type	
Ways I need support (supplies, research, etc.)	

I met with Ms. Hardin on \_\_\_\_\_ and got approved ✓

You are looking to find the answers to the following questions. Use the space below to take notes on these things! Add pages if needed! Then on page 10 & 11, you will keep track of the places you find these answers. This is called your works cited page

1- Purpose/Function of your organ system

2- Organs and parts of this system (this should include details about what they are/how they function)

Organ or Part Name	What it does	Where it is located


Any other cool things your system can do!

3- Using the UN Declaration on Human Rights on the UN Convention on the Rights of the Child, what human right is linked to your organ system & how it is connected?



4- Using your own research or one of the current event articles provided by Ms. Hardin, find 2 current events that spotlight your right and organ system and has an impact on them. Take notes on both case studies below.

5- How might being denied that right affect your body system?

Does it lead to disease or medical conditions? Name at least 2 diseases or medical conditions. Include symptoms and how the problems are treated (if treatable).

Disease or Medical Condition	Symptoms	Treatment

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6- Identify at least 2 ways we can protect this human right and thus protect or improve the quality of your organ system.

You will need a minimum of 2 resources (internet or hard copy/book resources). This will be completed as you find information on your topic. Once you've identified your resources, please use the following APA format to create a Works Cited page.

- Your work cited page should have information about the title of the book, article, website, etc., the author if given, the publication date, and the URL if appropriate.
- You may not use Wikipedia.
- Your websites should have a .edu or .org address or be from a well-known scientific publisher such as Science News, National Geographic, Scientific American, etc.
- If you are not sure whether your source meets the minimum requirement, meet with your teacher to discuss it.
- Google Docs has a tool to help you put it in the right format! Ms. Hardin can help!

Using the information you have gathered, write your bibliography using the format guideline below:

For Online Source:

Last Name, First Initial or Organization if no author. (Date of page- Year, Month). Title of page.  
Retrieved month, day, year, from full URL

Example:

National Wildlife Federation. (n.d.) *Horseshoe Crab*. Retrieved February, 4, 2023 from  
<https://www.nwf.org/Educational-Resources/Wildlife-Guide/Invertebrates/Horseshoe-Crab>.

For Hard Copy Source:

Last Name, First Initial. (Year of publication). Title of work: Subtitle. Publisher Name.

Example:

Schnell, L. (2015). *High tide for horseshoe crabs*. Charlesbridge.

*\*n.d. stands for no date!*

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### Works Cited Page

Use at least 2 sources (these can also be typed & shared with Ms. Hardin on the turn-in spreadsheet)

Source 1:

Source 2:

Any other sources can be generally listed here, but doesn't have to be fully cited:

Now it's time to create! You will get to display your knowledge in a variety of ways.

Your project may take the form of:

- a written paper/essay,
- a poster,
- a hanging mobile,
- a presentation/slides,
- a pamphlet,
- a model with labels,
- an illustrated children's book,
- a dystopian short story,
- pulling out the rules of your dystopian society in your novel & addressing how they each limit or increase the functions of the human body (this one's a little different than others, and you'd need to work hard to make sure you hit all the points of this project too.)
- a proposal for the city or county government of Durham or the United States government involving why they must protect a certain right, or
- a project that involves a book synopsis (using one of the books from our text set) where you pull out the links to the body system you chose.

You can also get approval for another idea! You should choose a form that sounds fun for you to create, but also that will challenge you!

No matter which form you choose, all must include the following in some way:

- Purpose/Function of your organ system
- Organs and parts of this system (this should include details about what they are/how they function) & any other cool things your system can do!
- What human right is linked to your organ system & how it is connected?
- Highlights of a specific case study connected to your right and organ system
- How might being denied that right affect your body system? Does it lead to disease or medical conditions? Name at least 2 diseases or medical conditions. Include symptoms and how the problems are treated (if treatable).
- Identify at least 2 ways we can protect this human right and thus protect or improve the quality of your organ system.

Also, remember to:

- Use the rubric at the end of the project to make sure you have completed all parts
- Each part should be thorough and well laid out.
- NOTE: Remember, one of the goals of this project is to push our learning beyond where it currently is. This isn't a project to be rushed through or finished early to have nothing to do for days while classmates are still working- what can deepen your project's research or content or presentation? How can you challenge yourself to do higher level work?

## Project Drafts/Brainstorming

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## Gallery Walk & Reflection (Individual)

Due 12/18/23

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Reflect on your project and its connection to you and your community by filling each quarter of the circle below:

How this project connects to me

How this projects connects to my community

What I am proud of in this project

Did I meet all the goals of the project?

Pick 2 people's projects to deeply explore & share feedback



Plusses/Deltas

Body System:

Human Right:

Name:

Name:

Body System:

Human Right:

Plusses/Deltas

Rubric (Use to guide your work)

PROJECT PART:	FULL POINTS LOOKS LIKE:	POINTS
Purpose/Function of your Organ System	Accurately described the main purposes and functions of your organ system INCLUDING other systems they interact with	3    2    1
Organs & Parts of this System	Identified the organs and parts of the system PLUS explained how they work	5   4   3   2   1
Human Right Linked to your Organ System	Identified the human right linked to your organ system AND explained how it is linked. Be sure to note what human right within the UN Convention on the Rights of the Child or the UN's Universal Declaration on Human Rights	5   4   3   2   1
Case Study	Included detailed information from a real life situation that involves your human rights and organ system.	5   4   3   2   1
2 Diseases or Medical Conditions Linked to the Body System	Share how taking away or limiting that right can impact the organ system through giving 2 diseases or medical conditions linked to the body system AND explaining in detail how the diseases or conditions impact the body PLUS what possible treatment is	5   4   3   2   1
2 ways we can protect this human right or improve the quality of your organ system	Share 2 ways we can ensure the health of this body system through physical actions we can take and ways to protect the human right for all individuals	5   4   3   2   1
Flow of presentation	Your project doesn't just answer the questions but thoughtfully presents the material in a way that highlights your human right and connects the different pieces of information	3    2    1
Works Cited	Fully complete as detailed in the packet	5   4   3   2   1
Project Quality	The product is presentation ready. You have looked over it for errors, used high quality materials when possible (not written with pencil or on notebook paper for instance), added visuals where that makes sense, and shows that time and care went into its production.	5   4   3   2   1
Reflection - Self & Others	Completed fully and thoughtfully.	3    2    1

\_\_\_\_\_’s C3 Human Body Human Rights Project

PROJECT PART:	FULL POINTS LOOKS LIKE:	POINTS
Purpose/Function of your Organ System	Accurately described the main purposes and functions of your organ system INCLUDING other systems they interact with	3    2    1
Organs & Parts of this System	Identified the organs and parts of the system PLUS explained how they work	5   4   3   2   1
Human Right Linked to your Organ System	Identified the human right linked to your organ system AND explained how it is linked. Included detailed information from a real life situation that involves your human rights and organ system.	5   4   3   2   1
2 Diseases or Medical Conditions Linked to the Body System	Share how taking away or limiting that right can impact the organ system through giving 2 diseases or medical conditions linked to the body system AND explaining in detail how the diseases or conditions impact the body PLUS what possible treatment is	5   4   3   2   1
2 ways we can protect this human right or improve the quality of your organ system	Share 2 ways we can ensure the health of this body system through physical actions we can take and ways to protect the human right for all individuals	5   4   3   2   1
Works Cited	Fully complete as detailed in the packet	5   4   3   2   1
Reflection - Self & Others	Completed fully and thoughtfully.	4    3    2    1
Project Quality	The product is presentation ready. You have looked over it for errors, used high quality materials when possible (not written with pencil on notebook paper for instance), added visuals where that makes sense, and shows that time and care went into its production.	5   4   3   2   1
Flow of presentation	Your project doesn't just answer the questions but thoughtfully presents the material in a way that highlights your human right and connects the different pieces of information	3    2    1

\_\_\_\_/40 points