

Unit Cover Page**Unit Title:** Human Rights**Grade Level:** 20**Subject/Topic Areas:** Social Studies**Key Words:** human rights, discrimination, legitimacy, justice, obligations, dialectic thinking**Designed by:** Gabby Hillis and Jaleesa Harvey - Tier A**School:** U of R**Brief Summary of Unit**

Throughout this unit, students will have an opportunity to explore human rights as a concept, and as independent cases both internationally and within Canada. Broken down into three topics, students will explore human rights as it pertains to morality, power, and discrimination, as they learn to study controversial issues through a dialectical thinking lens. Written with culturally responsive pedagogies in mind, this unit explores the Holocaust, the Apartheid Regime, UNDRIP and Indigenous people in Canada, The Civil Rights Movement, and the Black Lives Matter Movement, as key human rights cases. These case studies provide students with the opportunity to practice the historical thinking skills identifying continuity and change, and examining primary source evidence, as it pertains to human rights. In addition, this unit includes authentic assessment strategies to ensure that students are given ample opportunity to demonstrate their knowledge on summative tasks, and receive feedback on daily formative tasks; most notably, this unit includes a GRASPS performance task in which students are asked to educate the public on a human rights issue on behalf of the United Nations. With the inclusion of a variety of case studies, historical thinking skills, dialectical thinking, treaty education, and complex scaffolding of concepts and skills, this unit works to equip students with foundational knowledge that they will need for the remaining four units of Social Studies 20.

Title: Human Rights	Course: Social Studies
Designer: Gabby Hillis, Jaleesa Harvey	Date: February 2021
Stage One: Desired Results - Intended Learning Outcomes	
Established Goals: [Formal Unit Outcome(s)/Foundational & Learning Objective(s)]: Treaty Ed SI112: Analyze how the unfulfilled aspects of treaties, with international indigenous people, have resulted in inequities. EG 1: know that dialectical thinking is the process of searching out the contractions and conflicts of an issue in order to find a unifying idea or an agreement without ignoring the cause of tension. EG 2: know that human rights are those rights that an individual is entitled to simply because she or he is a human. EG 3: know that a human rights claim by an individual or group imposes a set of responsibilities and obligations which other individuals and groups must honour EG 4: know that human rights are more than “demands for rights”; they involve a moral entitlement to the right in question which other people in society collectively have decided they will honour. EG 5: know that the morality of human rights is based on the humanity and the inherent dignity of the individual. EG6: know that human rights are universal and as such apply to all people regardless of nationality, race, religion, political beliefs, age, or gender.	
Understandings/Big Ideas: Students will understand that: U1: Understand and analyze inequities caused by unfulfilled treaty promises. U2: Know that dialectical thinking is the process of acknowledging contradictions and conflicts of an issue in order to find a unifying idea. U3: Understand that every human is entitled to certain rights because they are human. U4: Once a human rights standard has been set it gives other groups the responsibility and obligation to honor it. U5: Human rights must be upheld because society has collectively agreed to honor them. U6: Morality of human rights is based on the humanity of the individual. U7: All humans are entitled to human rights regardless of their nationality, gender, religion, race, beliefs, or age.	Essential & Guiding Questions: (Align with understandings/big ideas) EQ1: How do broken treaty promises affect the human rights of Indigenous people? EQ2: What is dialectical thinking and how does it help us understand conflicts? EQ3: What makes a person entitled to human rights? EQ4: Once a standard of human rights has been set who has the responsibility to uphold it? EQ5: Why must human rights be upheld? EQ6: What effect does Morality have in determining and upholding human rights? EQ7: Why should all people regardless of their religion, nationality, race, gender, etc. be entitled to human rights?

Key knowledge: Students will know ...**Topic 1 - Human Rights and Morality****concepts:** human rights, Moral vision, human dignity**Content:**

- Students will explore what constitutes a human right, who is entitled to human rights, and what standards there should be in determining human rights.
- Students will consider how worldview is connected to moral vision and how this impacts what a society thinks is an acceptable standard for living a life of dignity.
- Students will consider how as a society changes so too does its moral vision and human rights.
- Students will examine the Holocaust as an example of genocide and therefore its infringement on human rights of minority groups. They will consider how the moral vision of Nazi Germany effected human rights of targetted groups.
- Students will examine Apartheid in South Africa as an example of discrimination and its infringement on human rights of People of Colour.

Understandings:

- U3: Understand that every human is entitled to certain rights because they are human.
- U5: Human rights must be upheld because society has collectively agreed to honor them.
- U6: Morality of human rights is based on the humanity of the individual.

Topic 2 - Human Rights and Power**concepts:** Legitimacy, Countervailing Powers, Obligations, Dialectic Thinking**Content:**

- Students will understand the role of dialectic thinking as a strategy for examining controversial issues, and identify unifying concepts and ideas.
- Students will consider why a human right must be perceived as legitimate before institutions, people, etc will uphold it. Students will consider the obligations that governments have in making human rights legitimate.
- Students will have an understanding of the United Nations and their role in upholding human rights. They will compare the UN's vision of human rights with the reality of human rights in the world, and in Canada.
- Students will specifically examine the treatment of Indigenous Peoples around the world and in Canada in comparison to UNDRIP.
- Students will have an understanding of the obligations Canada has to Indigenous Peoples in terms of Treaties and UNDRIP. Students will consider the role of the federal government in

Key skills: Students will be able to ...**Topic 1 - Human Rights and Morality**

- Learn and practice using concepts to categorize and classify information so that the information can be analyzed.
- Historical Thinking Skill - Examine Primary Source Evidence.

Topic 2 - Human Rights and Power

- learn and practice using the thinking skills of:
 - stating hypotheses that are testable and guide the search for data; and,
 - presenting analysis to confirm or disconfirm the hypotheses in dialectical thinking.
- Learn to use the process of dialectical thinking.

making the standards outlined by UNDRIP legitimate.

- Students will consider cases in Canada where Indigenous Peoples have fought for their rights to this land.

Understandings:

- U1: Understand and analyze inequities caused by unfulfilled treaty promises.
- U2: Know that dialectical thinking is the process of acknowledging contradictions and conflicts of an issue in order to find a unifying idea.
- U4: Once a human rights standard has been set it gives other groups the responsibility and obligation to honor it.

Topic 3 - Discrimination and Justice

Concepts: Discrimination, Justice, Continuity and Change

Content:

- Students will consider what it means to have privilege and what it means to experience discrimination based on things like race, gender, religion, sexual orientation, etc
- Students will understand that when people experience discrimination they also experience human rights violations.
- Students will understand that in some cases protest, and social activism is the only strategy that marginalized people can use to achieve justice.
- Students will consider continuity and change when analyzing and comparing the Civil Rights Movement to the Black Lives Matter movement.
- Students will discuss and understand that although these two events happened at differing times, they are related, and will both have a lasting historical impact on our society.

Understandings

- U7: All humans are entitled to human rights regardless of their nationality, gender, religion, race, beliefs, or age.

Topic 3 - Discrimination and Justice

- Historical thinking skills - identifying continuity and change
- Dialectical thinking

Stage Two: Assessment evidence - Evidence of Learning

Performance Tasks: Human Rights Website: ***See attached blueprint located below Stage Two

Brief Overview: Students will create a website using google sites as part of a UN public education campaign. Students will need to select a human rights issue of their choice and conduct thorough research on their topic in order to create a website that has all the necessary information that someone would need to understand that human rights topic.

Assessment of: Understandings, concepts, skills, content.

- **understandings:** 2, 3, 4, 5, 6, and 7
- **concepts:** human rights, human dignity, moral vision, legitimacy, countervailing powers, obligations, dialectical thinking, discrimination, and justice.
- **skills:** dialectical thinking, practicing using concepts to categorize and classify information so that it can be organized, stating hypothesis that guide the search for data, and presenting analysis to confirm or disconfirm the hypotheses, as well as historical thinking skills - identifying continuity and change

Goal: To inform the public about a certain human rights issue that they may otherwise be unaware of.

Role: A United Nations member working on public education and awareness.

Audience: People who wish to know more about human rights, human rights issues, and human rights violations; whether this be the general public, political leaders, or other students.

Situation: As a member of the UN you have been tasked with becoming an expert about a particular human rights issue in order to educate and raise awareness about human rights violations in our world.

Product, Performance, and Purpose: You need to create a website displaying all the necessary information about your topic to present to the UN so that it can be published to the general public.

Standards and Criteria for Success: Your google site must include:

- 1) A detailed description of what human rights, human rights violations, the morality of human rights, who is entitled to human rights, discrimination, oppression, and justice are (**U3, U6, U7**).
- 2) An introduction to your topic, who it affects, and why it constitutes as a human rights issue.
- 3) A dialectical examination of your topic that includes multiple contrasting ideas/conflicts/opinions about the topic, and a unifying idea/theme that the multiple contrasting ideas/conflicts/opinions share (**U2**).
- 4) A comparison of your human rights issue in terms of how the issue has changed, and how it has remained the same over time using the historical thinking skill continuity and change (**HTS**).
- 5) An explanation of why the United Nations feels it is obligated to uphold and honour human rights in regards to your issue. As well as an explanation as to why other countries and world leaders have a responsibility to uphold human rights, justice, and human dignity in regards to your topic (**U4, U5**).
- 6) All of this information must be included in a clear, and easy to understand manner so that members of the public can easily read and interpret it.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Throughout the Unit:

- Throughout the unit effective questioning, observations of student responses, reactions, and thoughts, as well as openly communicating with students will be used informally to formatively assess student prior knowledge, understandings, and confusions.
- All formal formative work will be marked as complete or incomplete so that students can receive feedback daily on their work.

Topic 1 - Human Rights and Morality:

- 3 Box Graphic organizer: This is a formative assessment that will be used to help students explore the terms human rights, moral vision, worldview, minority groups, and life of dignity. For each term, students will record a definition, the significance or implications of the term, and how each term is connected to the other terms.
- T-chart Organizer: This is a formative assessment in which students will think about what they think constitutes a human right and what is not/should not be a human right, they will compare the influence of moral vision on human rights in a society. This is done to give students an opportunity to become familiar with the T-chart format before they move onto the summative assignment for topic 2 when a T-chart is used to summatively assess their understandings on topic 2.
- 5 Minute Limit Exit Question: In this formative assessment students will reflect on what they have learned about human rights, moral vision, and living a life of dignity. Students will be asked to write about what they have learned, what they are confused about, as well as what they would like to know more about in 5 minutes or less. In addition to this, students will be asked to write about how the primary evidence presented in the Universal Declaration of Human Rights document and web page can inform our understanding about 1948 society (the document can be found here: <https://www.un.org/en/universal-declaration-human-rights/>)
- Holocaust Case Study handout: In this formative assignment students will examine the infringement of human rights during the holocaust. This will include a section about moral vision, one about genocide, one about who was targetted within Nazi Germany and why, and one about human rights violations.
- 50 words or less Exit Question: This formative assessment will be used to allow students to contemplate the connection between the values/morals a society possesses, and the connection that this has to human rights in that society, in the context of South Africa, and in the context of North America.
- Argumentative paragraph: This is a small summative assignment in which students will discuss human rights and who they think should be entitled to human rights and on what basis, and why organizations should uphold human rights. They will then be asked to self assess their paragraph, and the understandings that they have gathered about human rights during topic 1 by filling out a self assessment rubric.

- The goal of this is to assess key understandings 3, 5, and 6, as well as key concepts human rights, moral vision, and human dignity, while also initiating the process of learning about dialectical thinking for topic 2

Topic 2 - Human Rights and Power

- Webquest handout: During this formative assignment, students will examine and explore the importance of legitimacy in trying to uphold human rights by comparing the League of Nations to the United Nations and their efforts to peacekeep in places where conflict and potential human rights violations are occurring. They will consider the similarities and differences between the League of Nations and the United Nations in terms of their legitimacy and ability to uphold human rights. This is also done to help expose students to the continuity and change historical thinking skill.
- Exit Slip: During this formative assignment, students will consider why it is important for governments to uphold Human Rights in order for them to be upheld by the rest of society.
- UNDRIP vs Canada handout: Firstly in this formative assignment, students will contrast the human rights that are to be upheld under UNDRIP, in contrast with those that the Canadian Government has actually worked to protect in a Venn Diagram. They will then examine the obligations and commitments that Canada has made to UNDRIP, as part of the UN, and the obligations and commitments that Canada has made to Indigenous people through the treaty making process. Third and finally, students will consider why it is important for the federal government to take UNDRIP seriously as a part of the international community, and for the legitimacy of human rights. This is a three part handout that will allow students to explore human rights in Canada, and in particular the rights of Indigenous people.
- 250 Characters or Less Exit Slip: In this formative assignment, students will be asked to reflect on what they have learned about dialectical thinking, and explain the dialectical thinking process as if they were explaining it to someone who has never heard about dialectical thinking before.
- T-chart Organizer: In this small summative assessment, students will be asked to pick a controversial human rights or social injustice issue that relates to unfulfilled treaty promises in Canada. They will then explore and explain the conflicts and contradictions each of the arguing parties has on either side of the T-chart. When this is complete, they will be asked to write a few sentences about the unifying theme, or idea shared by both perspectives of the T-chart.
 - The goal of this is to assess key understanding 1, 2, and 3, as well as the key concepts dialectical thinking, and obligations

Topic 3 - Discrimination and Justice

- Elevator Speech: This formative will take place after lesson on privilege and discrimination, students will have a minute or two to reflect on what they just learnt. After this the students will write a short summary of what they learned. They will then get into partners and share their speech with their partner.
- Help Wanted Ad: During this formative assignment, students will have approximately 10 or 15 minutes to create a help wanted ad based off of their learning of the civil right movement in the United States. They will summarize their key learnings on this "ad". They will have a spokesperson to present what they made.
- Bumper Sticker: This formative assessment will take place after learning about social activism and protests, students will get into groups and brainstorm words that they think describe activism and use of protest. They will put those words into a catchy "Bumper Sticker".
- First Word/Last Word: students will be assigned groups. They will be given chart paper where they will write the word "Justice" vertically down the left side of the paper. They will write phrases or full thoughts that start with a letter in the word. After approximately 10 minutes they will share a few ideas with the class.
- Venn-Diagram Exit Slip: after learning about the Civil Rights Movement and the Black Lives Matter movement, students will be given a formative assessment sheet with a venn diagram in it. They will list aspects that are different about each and aspects that each movement share in common. This activity is specifically selected as scaffolding for the topic 3 summative assessment, and the GRASPS performance task.
- Letter to the Past: students will pretend they are writing to people of the past that were involved in the Civil Rights Movement. In this letter the student will acknowledge what the CRM did for the Black Lives Matter Movement. Before they complete this task, students will write about the similarities and differences the two social movements share as a prewriting task. This will guide their writing in their letter, and will be handed in alongside their letter. This will be used as the summative assessment for this topic.
 - The goal of this is to assess key understandings 4 and 7 as well as the historical thinking skill continuity and change, and the key concept justice.

Student Self-Assessment and Reflection:

Throughout the unit:

- During each topic, students will have an opportunity to fill out a scale that indicates their comfort level with both the unit content and concepts. This scale will allow students to rate their understandings from 1-10 without fear of their peers seeing their responses. This scale can be attached to any handout or exit slip and will occur before each topic's summative assessment to ensure that we do not move on to the small summative assignments before everyone has developed an understanding of that topic's content and concepts.
- Throughout the unit questioning will be used to make students think about their prior knowledge and what they have learned throughout the course of the unit. Though this will be done informally, it will still give students the opportunity to reflect on their understanding, and what they know.

Topic 1 - Human Rights and Morality:

- 5 Minute Limit Exit Slip: This reflection is done so that students can contemplate what they have learned about Understanding 6, and the key concepts of human rights, moral vision, and human dignity.
- Argumentative Paragraph: This self assessment is done to ensure that students have an understanding of the general principles/concepts related to human rights, and Understanding 3 before moving onto topic 2.

Topic 2 - Human Rights and Power

- 250 Character or Less Exit Slip: this reflection is done so that students can strengthen their understanding about key understanding 2, and the key concept dialectical thinking.

Topic 3 - Discrimination and Justice

- Elevator Speech: this reflection is done to make sure students have a good grasp on key understanding 7 and the key concept discrimination.

Assessment Task Blueprint - "Human Rights Website"

What understandings or goals will be assessed through this task?

The following key understandings will be assessed:

- U2: Know that dialectical thinking is the process of acknowledging contradictions and conflicts of an issue in order to find a unifying idea.
- U3: Understand that every human is entitled to certain rights because they are human.
- U4: Once a human rights standard has been set it gives other groups the responsibility and obligation to honor it.
- U5: Human rights must be upheld because society has collectively agreed to honor them.
- U6: Morality of human rights is based on the humanity of the individual.
- U7: All humans are entitled to human rights regardless of their nationality, gender, religion, race, beliefs, or age.

The following concepts will be assessed: human rights, human dignity, moral vision, legitimacy, countervailing powers, obligations, dialectical thinking, discrimination, and justice.

The following key skills will be assessed: dialectical thinking, practicing using concepts to categorize and classify information so that it can be organized, stating hypothesis that guide the search for data, and presenting analysis to confirm or disconfirm the hypotheses, as well as historical thinking skills - identifying continuity and change.

The goal of this task is for students to practice these skills, and showcase their knowledge about the key understandings and concepts that they learned in this unit by creating a public education website about a certain human rights issue that someone may otherwise be unaware of.

What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Students will demonstrate their understanding of human rights, human rights issues, and who is entitled to human rights, through their exploration and portrayal of their issue.

Student work must demonstrate an ability to think about a human rights issue using dialectical thinking and the continuity and change historical thinking skills.

Student work must portray an understanding of the duty that nations, leaders, and organizations have in upholding human rights and making them legitimate.

Student work will demonstrate that everyone is entitled to human rights regardless of their identity simply because they are human, and that all humans have a responsibility to uphold this.

Through what authentic performance task will students demonstrate understanding?

Task overview:

Students will create a website using google sites as part of a UN public education campaign. Students will need to select a human rights issue of their choice and conduct thorough research on their topic in order to create a website that has all the necessary information that someone would need to understand that human rights topic.

What student products and performances will provide evidence of desired understandings?

Products:

- A website

Performances:

- Using a human rights issue of their choosing, students will showcase what they have learned throughout the unit by examining, researching, and explaining their issue.

By what criteria will student products and performances be evaluated?

Product criteria:

- A detailed description of what human rights, human rights violations, the morality of human rights, who is entitled to human rights, discrimination, oppression, and justice are (**U3, U6, U7**).
- An introduction to your topic, who it affects, and why it constitutes as a human rights issue.
- A dialectical examination of your topic that includes multiple contrasting ideas/conflicts/opinions about the topic, and a unifying idea/theme that the multiple contrasting ideas/conflicts/opinions share (**U2**).
- A comparison of your human rights issue in terms of how the issue has changed, and how it has remained the same over time using the historical thinking skill continuity and change (**HTS**).
- An explanation of why the United Nations feels it is obligated to uphold and honour human rights in regards to your issue. As well as an explanation as to why other countries and world leaders have a responsibility to uphold human rights, justice, and human dignity in regards to your topic (**U4, U5**).
- All of this information must be included in a clear, and easy to understand manner so that members of the public can easily read and interpret it.

Performance criteria:

- Students must be able to apply what they have learned throughout the human rights unit to their research about a human rights issue, and in turn communicate their understandings clearly through their google site.
- In order to do this students must have an in depth understanding of not only what human rights are, but also who is entitled to human rights, and why these rights must be honoured.

Desired results (Stage 1)	Learning plan outline (Stage 3)	Assessment (Stage 2)
	Day one:	

<i>(list the key understandings, essential questions, knowledge, skills that will be considered in this lesson)</i> Day: 1 skill: Learn and practice using concepts to categorize and classify information so that the information can be analyzed. EQ3: What makes a person entitled to human rights? U3: Understand that every human is entitled to certain rights because they are human. Day: 2 skill: Learn and practice using concepts to	<i>(outline the learning plan for this lesson: be sure to consider how you will access prior knowledge, equip with new knowledge, and have students apply/evaluate. Remember this is a learning plan - not a teaching plan. Focus on the experiences of the learner What will they be doing?)</i> <i>Day One:</i> <i>Activating and engaging: (access prior knowledge and hook students)</i> <i>Exploring and discovering: (equip with new knowledge)</i> <i>Organizing and integrating: (actively integrate into what they know - do something)</i> Differentiation: Though it is difficult to plan adaptations without a class, it should be noted that thought has been given for a number of adaptations could be made in each of these days to accommodate the needs of students, and student understanding throughout the whole unit. - exit slips, handouts, worksheets, can be turned in in a variety of ways whether it be digitally, written, or spoken. - formative assessment occurs each day of the topic so that students can receive feedback whether it be verbally through the debriefing, or in the form of written or verbal comments. This is done to determine if this topic should be given extra time in order to ensure that students understand it. - there is an effort to ensure that the activities in all topics include a variety of individual, pair, and group work, to accommodate students of all backgrounds and cultures. - specific attempts have been made to scaffold certain activities so that students are exposed to what they will be completing on their summative assessment <u>Days 1-6</u> Topic 1 - Human Rights and Morality Day 1: - activating and engaging: first the learners will watch the video titled "What are the Universal Human Rights" by Ted Education found here: What are the universal human rights? - Benedetta Berti. They will then participate in a 'Brain Dump' activity in which they will write, type, or draw all of the ideas/thoughts/connections that they have in response to essential question 3, in order to practice the skill for this topic. - exploring and discovering: After thinking about what they have recorded during the braindump exercise, learners will participate in a 'Turn and Talk' activity in which they will respond to a series of questions posed by the instructor. After this, the whole group will discuss the same questions which will allow learners to explore what constitutes as a human right, who is entitled to human rights, and what standards there are or should be in determining human rights. - organizing and integrating: Based on the video, their braindump exercise, the turn and talk exercise, and the group discussion, and outside resources if learners so choose, students will work to complete the 3 Box Graphic Organizer. Day 2: - activating and engaging: After debriefing the 3 Box Graphic Organizer, students will participate in the creation of a group concept web that hypothesizes and brainstorms the connection between worldview and human rights. Then, individually, students will create	<i>(identify the assessments you will use assess student understanding of the identified desired results - diagnostic, formative, summative)</i> Day: 1 Formative - 3 Box Graphic Organizer Diagnostic and Informal Formative - effective questioning, observations of student reactions and contributions. Day: 2 Formative: T-chart Organizer Diagnostic and
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categorize and classify information so that the information can be analyzed. EQ3: What makes a person entitled to human rights? EQ6: What effect does Morality have in determining and upholding human rights? U6: Morality of human rights is based on the humanity of the individual. U3: Understand that every human is entitled to certain rights because they are human. Day: 3 Skill: Historical Thinking Skill - Examine Primary Source Evidence. EQ6: What effect does Morality have in determining and upholding human rights? U3: Understand that every human is entitled to certain rights because they are human. U5: Human rights must be upheld because society has collectively agreed to honor them. U6: Morality of human rights is based on the humanity of the individual. Day: 4 skill: Learn and practice using concepts to	a concept web similar to the one constructed by the group, that considers how worldview is connected to how a society views human rights, and how a society determines what a human right is. As a group, learners will discuss the two concept webs, and work to create definitions for moral vision, and life of dignity, while recognizing that one often informs the other. - exploring and discovering: After this discussion, students will explore the connections between human rights, morality, and dignity further in a mini jigsaw activity, in which students will be in groups of 3. Each student will read one article pertaining to human dignity (the articles are located here: Human rights for human dignity, What is Dignity and What Does it Have to Do With Our Rights?, EachOther, What is Human Dignity? Common Definitions.) They will then share what they read to their other 2 group members. - organizing and integrating: equipped with this new knowledge about the connections between morality, human rights, and living a life of dignity, students will be posed the question, "what do you think constitutes as a human right?" After a brief discussion about this topic students will complete the T-chart Organizer task. Day 3: - activating and engaging: Students will watch a video by EachOtherUK titled On Holocaust Memorial Day we need to stand up for human rights. As a class, a discussion will occur so that learners can talk about and debrief the Ten Stages of Genocide and how they apply to the holocaust. After this students will consider Nazi Germany as an example of a direct correlation between moral vision and human rights (in this case, human rights violations and genocide). Students will then be asked if they can connect these ten stages to the implementation of the Residential Schools in Canada. - exploring and discovering: After a discussion on the the ten stages of genocide has occurred, and students have considered these stages in the context of Canada, students will explore how society changed after the atrocities of the Holocaust were discovered and the war ended. Students will examine the Universal Declaration of Human Rights as a primary source evidence example of how society had changed after the Second World War, and so too did its perspective on human rights Universal Declaration of Human Rights United Nations. - organizing and integrating: Using this document, which includes photographs, and the original document upon which the declaration was drafted, students will discuss in groups, what can be inferred about 1948 society based on the images included on the webpage. When they have completed this discussion, students will complete the 5 Minute Limit Exit Slip. Day 4: - activating and engaging: After debriefing the activity from day 3, when learners have recalled the effect that the Nazi's moral vision had on minority groups, students will watch the following video by	Informal Formative: open communication with students, effective questioning. Day: 3 Formative: 5 Minute Limit Exit Slip and reflection. Diagnostic and Informal Formative: effective questioning. Day: 4 Formative: Holocaust Case Study Handout. Diagnostic and
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categorize and classify information so that the information can be analyzed. EQ5: Why must human rights be upheld? EQ6: What effect does Morality have in determining and upholding human rights? U3: Understand that every human is entitled to certain rights because they are human. Day: 5 EQ6: What effect does Morality have in determining and upholding human rights? U3: Understand that every human is entitled to certain rights because they are human. U5: Human rights must be upheld because society has collectively agreed to honor them. U6: Morality of human rights is based on the humanity of the individual. Day: 6 skill: Learn and practice using concepts to categorize and classify information so that the information can be analyzed. EQ3: What makes a person entitled to human rights?	Crash Course History, The Holocaust, Genocides, and Mass Murder of WWII: Crash Course European History #40. After watching the video students will be asked “why do some people consider the Holocaust to be ‘incomprehensible’?” During this discussion learners will find that this is in part because of the horrors that were uncovered as the allied forces invaded Germany, but also because of how organized, systematic, and marginalizing the genocide was. - exploring and discovering: Then, learners will work to complete their Holocaust Case Study handout by researching each topic outlined on the handout to identify and explain human rights within the context of Nazi Germany and the Holocaust. - organizing and integrating: Once students have completed their handout, they will create a cause and effect organizer on the board as a class. In this instance, the ‘causes’ will be the events of the holocaust, and the ‘effects’ will be the UDHR articles that were made in response to the holocaust events. This is done so that students can integrate and synthesize what they know about the UDHR and the events of the Holocaust. Students could also look at and include the Nuremberg Trials, if time permits. Day 5: - activating and engaging: Students will be asked if they have ever heard about the Apartheid policy in South Africa in the later part of the 20th Century. Then they will be asked about what they think the word Apartheid means. After this, students will watch a video about a Global News story covering Apartheid titled Apartheid: The rise and fall of South Africa's 'apartness' laws. They will discover that the world apartheid literally means apart. - exploring and discovering: After this, students will participate in a carousel activity during which they will be in groups, and will travel to different stations to complete an activity at each station. This will include readings, videos, and other sources of information that will help students gain an understanding of Apartheid in South Africa. - organizing and integrating: After students have completed the activity, a discussion will occur to debrief the carousel activity and the Apartheid regime. Once this has occurred, students will consider the similarities and differences between Apartheid and the Holocaust. They will then consider what could have happened in South Africa had the regime not fallen apart because of people like Nelson Mandela. Students will then be posed with the question, “In what ways did Apartheid interfere with the ability of People of Colour to live a life of dignity?” When this discussion has finished, students will complete the 50 words or less Exit Slip. Day 6: Topic 1 Summative Assessment - activating and engaging: Students will debrief their exit slip question from day 5. - exploring and discovering: Students will then be reminded about the topics that have been covered in days 1-5. - organizing and integrating: They will then be given instructions and guidance for the Argumentative Paragraph, for which they will have the entire period to complete.	Informal Formative: effective questioning, open conversation. Day: 5 Formative: 50 words or less Exit Question. Diagnostic and Informal Formative: effective questioning, open discussion, discussion reflection. Day: 6 Summative: Argumentative Paragraph
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EQ5: Why must human rights be upheld?

U3: Understand that every human is entitled to certain rights because they are human.

Day: 7

Skill: Learn to use the process of dialectical thinking.

U2: Know that dialectical thinking is the process of acknowledging contradictions and conflicts of an issue in order to find a unifying idea.

EQ2: What is dialectical thinking and how does it help us understand conflicts?

EQ4: Once a standard of human rights has been set who has the responsibility to uphold it?

Day: 8

Skill: Learn to use the process of dialectical thinking.

EQ4: Once a standard of human rights has been set who has the responsibility to uphold it?

U4: Once a human rights standard has been set it gives other groups the responsibility and obligation to honor it.

Day: 9

EQ4: Once a standard of human

Days 7-12 **Topic 2 - Human Rights and Power**

Day 7:

- activating and engaging: students will discuss the dialectical thinking process in terms of presenting or recognizing an argument from each side, and identifying an underlying theme or uniting idea. After this, students will engage in the dialectical thinking process in groups in which they will be presented a topic and then they must identify two potential arguments about that topic, and an underlying theme/idea.
- exploring and discovering: After they have completed this activity, students will explore the resource [Human rights - Legitimacy and priority](#), after which they will turn and talk with a partner about legitimacy and human rights. After this, students will discuss legitimacy and human rights further, and the role that governments have in legitimizing human rights.
- organizing and integrating: After this discussion, students will respond to the Exit Slip question about why governments must uphold human rights in order to ensure that the rest of society upholds these rights.

Day 8:

- activating and engaging: Students will come into a class and participate in a Think-Pair-Share. Students will write down what they know about the United Nations in a Braindump activity.
- exploring and discovering: Students will look at this article [The Universal Declaration of Human Rights](#). During this students will be doing the activity "Focused Reading". While going through the reading they will put designated annotations for "Got it" "This is important information" and "I'd like clarification or elaboration of this material". After they are done reading they will get into small groups and go over they're annotations.
- organizing and integrating: Using the annotations and understandings that they gathered from the document, students will work on the Webquest Handout as they learn about the role that the UN plays in upholding human rights and making them legitimate.

Day 9:

Day: 7

Formative: Exit Slip
Diagnostic and Informal Formative: effective questioning, open discussion

Day: 8

Formative: Webquest Handout

rights has been set who has the responsibility to uphold it? EQ1: How do broken treaty promises affect the human rights of Indigenous people? U1: Understand and analyze inequities caused by unfulfilled treaty promises. U4: Once a human rights standard has been set it gives other groups the responsibility and obligation to honor it. Day 10: Skill: Dialectical thinking U1: Understand and analyze inequities caused by unfulfilled treaty promises. U4: Once a human rights standard has been set it gives other groups the responsibility and obligation to honor it. EQ1: How do broken treaty promises affect the human rights of Indigenous people? EQ4: Once a standard of human rights has been set who has the responsibility to uphold it? Day 11: Skill: Dialectical thinking EQ2: What is dialectical thinking and how does it help us understand conflicts?	- activating and engaging: Students will debrief Webquest handout from day 8. They will then watch the video titled How UNDRIP Changes Canada's Relationship with Indigenous Peoples. When this is done students will engage in a discussion about what is included in UNDRIP based on their examination of the UNDRIP article from Day 8. - exploring and discovering: Students will participate in a carousel activity in which they will read each of the following articles Article Rights of Indigenous Peoples in Canada, Implementing the United Nations Declaration on the Rights of Indigenous Peoples in Canada, and Hope for the Best from Canada's UNDRIP Law. But Expect More of the Same at each station as they work to fill out their UNDRIP vs Canada handout. - organizing and integrating: Lastly, students will discuss what they have read, and considered throughout their handout, as they work to integrate and connect the UN's response to Human Rights to Human Rights in Canada. Day 10: - activating and engaging: Students will watch the video Canadians have been breaking their promises to Indigenous people as they begin to think about the implications of the Canadian Government failing to uphold treaty and human rights in Canada. Students will discuss the obligations that Canada has to Indigenous People in upholding human rights and treaty obligations. - exploring and discovering: Students will continue to work on and discuss the UNDRIP vs Canada handout as they consider the role that the federal government plays in making the standards outlined by UNDRIP legitimate - organizing and integrating: Students will discuss whether or not they think that the rights of Indigenous people would be respected more if the federal government were to make the UNDRIP requirements legitimate in Canada through the perspective of Dialectic thinking. Lastly, they will consider the relationship between the federal government and Indigenous people in the framework that they considered the Holocaust in (the ten stages of genocide). Day 11: - activating and engaging: Bell work activity- "what do you know about land rights and Indigenous Peoples?" in which students will communicate their prior knowledge about this subject either through writing, drawing, or a combination of the two. - exploring and discovering: Students will do Read-Share-Inquire activity. They will be in groups of three and each group member will be assigned to read one of these texts: How the B.C. government	Day: 9 Formative: UNDRIP vs Canada Handout Diagnostic and Informal Formative: open discussion Day: 10 Formative: UNDRIP vs Canada handout Diagnostic and Informal Formative: effective questioning, open discussion, and reflection. Day: 11 Formative: 250 Characters or Less Exit Slip Informal Formative:
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EQ3: What makes a person entitled to human rights?

Day: 14

Skill: Dialectical thinking

U2: Know that dialectical thinking is the process of acknowledging contradictions and conflicts of an issue in order to find a unifying idea.

U3: Understand that every human is entitled to certain rights because they are human.

EQ3: What makes a person entitled to human rights?

EQ4: Once a standard of human rights has been set who has the responsibility to uphold it?

Day: 15

Skill: Dialectical thinking

U4: Once a human rights standard has been set it gives other groups the responsibility and obligation to honor it.

U5: Human rights must be upheld because society has collectively agreed to honor them.

EQ4: Once a standard of human rights has been set who has the

- organizing and integrating: Elevator Speech - This formative assessment will take place after lesson on privilege and discrimination, students will have a minute or two to reflect on what they just learnt. After this the students will write a short summary of what they learned. They will then get into partners and share their speech with their partner.

Day 14:

- activating and engaging: Students will do the activity A-Z Listing on the topics of protests and social activism. For this activity students will get into large groups. Each group will be assigned a section of the alphabet. Groups will give ideas or concepts related to that topic that begin with a letter in the alphabet. Each group will share one idea with the rest of the class.
- exploring and discovering: Lesson on protests, social activism, and dialectical thinking. Students will watch this video "Social Activism is the New Civil Rights Movement" <https://www.youtube.com/watch?v=XAljxDVSv8I>. Learning partners-students get into partners. They have two minutes to discuss their key takeaways from the video.
- organizing and integrating: Bumper Sticker - This formative assessment will take place after learning about social activism and protests, students will get into groups and brainstorm words that they think describes social activism and use of protest. They will put those words into a catchy "Bumper Sticker".

Day 15:

- activating and engaging: Students will do the activity "Give one get one". Each student will finish the sentence "Social Activism is..." on an index card. Students will then circulate the room, exchanging their cards with other students. After two or three exchanges students will go back to their desk and share the information they have on the card with a group and then the group will identify themes.
- exploring and discovering: Lesson on the connection between discrimination and human rights violations. Students will watch this video "Justice is a decision" <https://www.youtube.com/watch?v=1fNt95vAQNY>. Students will then do the activity "Numbered Heads Together." They will get into equal numbered groups. Each member of the group will be assigned a number. The teacher will pose questions about the topics discussed and then the teams will have 2 minutes to discuss an answer. The teacher will say a number and each student with that number will raise their hand and give the answer their group came up with.
- organizing and integrating: First Word/Last Word - students will be assigned groups. They will be given chart paper where they will write the word "Justice" vertically down the left side of the paper. They will write phrases or full thoughts that start with a letter in the word. After approximately 10 minutes they will share a few ideas with the class.

Day: 14

Formative - Bumper Sticker

Diagnostic and Informal Formative - effective questioning, observations of student contributions and participation.

Day: 15

Formative - First Word/Last Word

Diagnostic and Informal Formative - effective questioning, observations of student contributions and participation.

responsibility to uphold it?
EQ5: Why must human rights be upheld?

Day: 16

Skill: Identifying continuity and change

U7: All humans are entitled to human rights regardless of their nationality, gender, religion, race, beliefs, or age.

EQ6: What effect does Morality have in determining and upholding human rights?

EQ7: Why should all people regardless of their religion, nationality, race, gender, etc. be entitled to human rights?

Day: 17

Skill: Identifying continuity and change

U7: All humans are entitled to human rights regardless of their nationality, gender, religion, race, beliefs, or age.

EQ7: Why should all people regardless of their religion, nationality, race, gender, etc. be entitled to human rights?

Days: 18-20

****See Assessment Task Blueprint**

Day 16:

- activating and engaging: Create a Recipe-Teacher will have a slide displayed on the board at the start of class with terms related to food preparation. Students will use those words to develop a recipe for the assigned topic which is "Discrimination"
- exploring and discovering: Students will learn about the Civil Rights Movement and the Black Lives Matter movement. In groups, some students will read the article [Civil Rights Movement: Timeline, Key Events & Leaders - HISTORY](https://www.nytimes.com/interactive/2020/07/03/us/george-floyd-protests-crowd-size.html?auth=link-dismiss-google1tap) about the Civil Rights Movement, while the remaining students read the article <https://www.nytimes.com/interactive/2020/07/03/us/george-floyd-protests-crowd-size.html?auth=link-dismiss-google1tap> about the Black Lives Matter Movement. They will then work with a partner who read the opposite article to share what they have learned. When this is complete, students will create a Venn Diagram considering the similarities and differences between the Civil Rights Movement and the Black Lives Matter movement as a quick formative assessment.
- organizing and integrating: Lastly, students will create a Help Wanted Ad in approximately 10 minutes to create a help wanted ad based off of their learning of the civil right movement in the United States. They will summarize their key learnings on this "ad". They will have a spokesperson to present what they made.

Day 17:

- activating and engaging: The class will watch this video titled "Comparing the 1968 civil rights protests to the Black Lives Matter movement of 2020"
<https://www.youtube.com/watch?v=Vg2Y-CYNsEc>
- activating and engaging: class will debrief Venn diagram
- organizing and integrating: Students will have the remainder of the period to write their Letter to the Past in which students will pretend they are writing to people of the past that were involved in the Civil Rights Movement. In this letter, the student will acknowledge what the CRM did for the Black Lives Matter Movement. Students will refer to their Venn Diagram from Day 16 to help guide their writing in their letter. This will be used as the summative assessment for this topic.

Days 18-20 Human Rights Website

- For the remainder of the unit, students will work on their GRASPS Performance Task

Day: 16

Formative - Help Wanted Ad

-Venn-Diagram Exit Slip

Diagnostic and Informal Formative - effective questioning, observations of student contributions and participation.

Day: 17

Summative - Letter to the Past

Diagnostic and Informal Formative - effective questioning, observations of student contributions and participation.

Days: 18-20

Summative: Human Rights Website

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