

Individual Lesson Plans

Each lesson plan should follow the usual format and include a title, essential question(s), standards addressed, materials, rationale, procedures (minutes, activities—what students will be doing, what teachers will be doing), equity measures (to engage all students), assessment for each activity, suggested homework, as well as a reflection on what aspects of the lesson best illustrate a multicultural (responsive and inclusive) approach.

Copies of all student handouts should follow the lesson plan.

TITLE/TOPIC: *Opening and What is a Right*

ESSENTIAL QUESTION(S) FOR THE LESSON: *What is a right?*

LEARNING OBJECTIVES FOR THE LESSON:

- *Introduce ourselves and establish a goal/expectation for what we want to accomplish*
- *Establish a collectively agreed-upon definition of rights*

PROCEDURE: (minutes, activities—what students will be doing, what teachers will be doing, equity measures)

Powerpoint for Lesson 1 [here](#)

Time	Activity/Teacher actions: What will students be doing? What will the teacher be doing?	Rationale (how is this activity connected with learning objectives?)	Equity measure	Materials needed
5 minutes	Introductions	Introduce the 6 week course: Who we are, and we will be here for next six week		
15 minutes	Icebreaker <i>Step 1: Each corner of the room has a poster paper with a different location listed (i.e. home, school, restaurant, traveling to someplace new). Step 2: Students individually walk around the room to each of the 4 corners (1 minute per corner) and write on the poster paper answering the prompt: "What rights do you have in that location? Are</i>	One of our stated goals is to introduce ourselves and provide a collectively agreed-upon definition of rights. This activity does this by providing a space for students to see how students view rights in their own lives.	<i>By having students work independently, all students have an opportunity to thoughtfully respond to the prompt and then to articulate their response to another student.</i>	<i>4 pieces of poster paper and markers</i>

	<p><i>they different from rights in another location?"</i></p> <p><i>Example answers: the right to play music as loud as you want at home, but not in a restaurant</i></p> <p><i>Step 3: Regroup with pre-established groups</i></p> <p><i>Are there any that you don't think are rights? Are there any you agree with?</i></p>			
5 minutes	<p><i>Share back in pre-established groups: Are there any that you don't think are rights? Are there any you agree with?</i></p>		<p><i>Gives students an opportunity to share out</i></p>	<p><i>None, but the prompt will be on the board</i></p>
5-10 minutes	<p><i>Step 1: Create a web</i></p> <p><i>The word "Human Rights" in the middle of the paper and we will have a full-class brainstorm about what is a right</i></p> <p><i>Ask students to raise their hands and say what comes to mind</i></p> <p><i>Step 2: Share this quote on a poster paper:</i></p> <p><i>"Human rights are rights we have simply because we exist as human beings - they are not granted by any state. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, color, religion, language, or any other status. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty." - UNHCR</i></p> <p><i>Step 3: In small groups, talk about how full-class brainstormed list corresponds to the UNHCR definition</i></p> <p><i>Have students write down their thoughts per group</i></p>	<p><i>This will help students brainstorm what they personally think of when defining a right, and help collectively decide on a definition. The students will also be able to reflect in groups after a collective definition is reached, helping them continue to think about how they might personally view rights.</i></p>	<p><i>By brainstorming as a class first, students will have a chance to thoughtfully contribute to a larger discussion. Additionally, meeting in groups afterwards will give all students an additional chance to respond and articulate more of their thoughts to a smaller group.</i></p>	<p><i>Whiteboard, poster papers with quote written on them</i></p>

20 minutes	<p>1. Ask participants, working in small groups, to draw a tree on large chart paper. Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice. What tangible items do people need in order to meet the definition we just went over? What things do you and your community need to live in dignity and justice? A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education. What systems are needed to make those tangible items happen?</p> <p>2. When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.</p> <p>(copied from activity)</p>	<p>This activity is trying to get them to connect human rights ideas to their own communities and giving them a template to connect larger roots to more immediate impacts. We are attempting to ground these ideas so that when we encounter the UDHR they can connect back to real world connections.</p>		Chart paper
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ASSESSMENT FOR LESSON (Sometimes broken down by each activity):
Oral reflections on four corners and definition as well as the human rights tree.

SUGGESTED HOMEWORK: No homework

TITLE/TOPIC: UDHR

ESSENTIAL QUESTION(S) FOR THE LESSON: *Are human rights universal?*

LEARNING OBJECTIVES FOR THE LESSON:

- *Introduce students to UDHR or review it with them*
- *Note the challenges of adhering to human rights / differing understandings of human rights based on country*
- *Create a space for students to critically think about human rights as a universal phenomenon (or not)*

MATERIALS: copies of UDHR, poster boards, slips of the simplified UDHR, exit ticket sheet, powerpoint + handout

Powerpoint [here](#) for Lesson 2

Time	Activity/Teacher actions: What will students be doing? What will the teacher be doing?	Rationale (how is this activity connected with learning objectives?)	Equity measure	Materials needed
5 minutes	<i>Review from last class if time runs out(5 minutes) Gallery walk of the Human Rights Trees Prompt: Were there any rights or roots that all groups had?</i>	Connection to last class and introduction to universality	Audio and visual direction	Prompt on board
5 minutes	<i>Show UDHR and explain history of it (5 minutes) Powerpoint is preferred If no Ppt. then we will give a handout Provide UDHR full-version handout per group</i>	<i>One of the stated goals was to introduce students to the UDHR, this gives students a very brief understanding of the history of the document</i>	<i>Handouts and visual and audio direction</i>	<i>Mimio Board</i>
10-15 minutes	<i>Activity from Facing History in small groups</i>	<i>This activity will ensure that students have a</i>	<i>Group work</i>	<i>Poster paper with concentric</i>

	<p>Hand out shorter version of UDHR (link here) to each student</p> <p>Step 1: Split up 30 rights between groups, use poster boards w/ concentric circles (approximately 6 rights per group)</p> <p>Step 2: Decide as a group whether a right is universal always, sometimes, or never?</p> <p>Step 3: Each group gets a posterboard and some slips of paper with rights on them. Glue the rights onto the space in the circle that you think they should belong.</p> <p>Step 4: After students are finished deciding the placement of the rights, give them the following questions in preparation of sharing out:</p> <p>Were there any rights that were “never” universal?</p> <p>How might this support/contradict the mission of the UDHR?</p> <p>How might the UDHR be upheld differently around the world?</p> <p>Do you think all rights should always be universal or not?</p> <p>Why?</p>	<p>sense of the Universal Declaration of Human Rights, in line with the stated learning objective of having students think critically about human rights as a universal phenomenon.</p>		<p>circles , markers, cutouts of UDHR, glue</p>
20-25 minutes	<p>Come back to larger group: Each group gets 3-5 minutes to share out their circle poster</p>	<p>Since the previous activity has groups focus on specific rights, this ensures that students have the opportunity to hear about all of the rights.</p>	<p>Visual representation, verbal assessment</p>	
2 minutes	<p>Exit ticket: In our country, even though these rights are meant to be universal, do you think the US government applies the rights to immigrants and non citizens? Why or why not?</p>	<p>This activity attempts to bridge a connection between our 2 classes and the next 2 migration focused classes</p>	<p>By having students work independently, all students have an opportunity to thoughtfully respond to the prompt</p>	<p>Exit Tickets</p>

			<i>and bring up any questions they may have.</i>	
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ASSESSMENT FOR LESSON (Sometimes broken down by each activity):
Class participation and presentation of circle poster

SUGGESTED HOMEWORK: *No homework*