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| **TGC Fellow Unit Template \*** | | |
| Prepared by: Allison Weller School/Location: Walter G. O’Connell High School, Copiague, New York | | |
| Subject: Social Studies/AP US History Grade: 11 Unit Title: Human Rights Issues in the World Today Time Needed: 3 full weeks (after AP Exam in May) and periodically throughout the year. (There will be a few lessons to get the students thinking about human rights and the project) | | |
| Unit Summary:  Students will examine human rights issues around the globe. They will start with a historical overview of “recent” human rights issues, starting with an examination of the United Nations Declaration of Human Rights in 1948. From there, the Unit will examine current human rights abuses taking place around the world, with a particular focus on U.S. policies regarding such international issues as human migrations, civil liberties and free speech violation, women’s rights, and educational access (Brazil). As the unit is designed for an AP US History course, there will be particular attention to the response of the United States to the aforementioned issues, as well as an examination of how these issues are also present within the United States (particularly educational funding and racial issues). | | |
| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS:  *National Social Studies Standards:*  II. a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views  II. e. demonstrate an understanding that people in different times and places view the world differently  *College Board Advanced Placement United States History Standards*   1. Identity 3: Analyze how U.S. involvement in international crises has influenced public debates about American national identity. 2. Peopling 7: Explain how and why debates over immigration to the United States have changed since the turn of the 20th century. 3. America in the World 8: Explain how U.S. military and economic involvement in the developing world, and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century.   *New York State Social Studies Standards/Framework (2014)*  11.11 The United States in a Globalizing World (1990- Present)  The Unites States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. (Standards: 1,2, 4, 5; Themes: TCC, GOV, CIV, TECH, EXCH)  *United Nations Human Rights Assessment*  1. A contribution to social cohesion and conflict prevention by supporting the social and emotional development of the child and by introducing democratic citizenship and values.3  GLOBAL COMPETENCY:  *Globally competent students:*   1. Investigate the world 2. Communicate ideas effectively with diverse audiences 3. Take action to improve conditions   RESOURCES:  Amnesty International Teacher Guides  <http://www.amnestyusa.org/resources/educators/teaching-guides>  Discover Human Rights Institute  <http://discoverhumanrights.org/educators>  Epals  <http://www.epals.com/#!/main>  Global Peace Promoters  <http://hromedia.com/>  Online Newspapers  <http://www.onlinenewspapers.com/>  Human Rights Watch  <http://www.hrw.org/home>  Mansilla, V. B. & Jackson, A. (2011), Educating for Global Competence: Preparing Our Youth to Engage the World, *Asia Society Partnership for Global Learning*  United Nations Human Rights Education  <http://www.ohchr.org/EN/Issues/Education/Training/Pages/HREducationTrainingIndex.aspx>  Migration Policy Institute  <http://www.migrationpolicy.org/article/south-american-immigrants-united-states>  Newspapers: US and World-Wide  http://www.refdesk.com/paper.html  Project Disappeared  <http://www.desaparecidos.org/eng.html>  Unesco Publication: [A Human Rights-Based Approach to Education for All: a framework for the realization of children's right to education and rights within education](http://unesdoc.unesco.org/images/0015/001548/154861E.pdf), *United Nations Children’s Fund,* 2007.  Youth for Human Rights  [www.youthforhumanrights.org](http://www.youthforhumanrights.org)  Materials:  Class set of student journals.  Overhead projector and Smartboard  Poster Paper  Markers  Computer Access  Copy of Universal Declaration of Rights  Short Reading; The Nuremberg Trials and the Tokyo War Crimes Tribunal | ***Transfer*** | |
| *Students will be able to independently use their learning to*   1. Create meaningful connections between human rights issues in America and human rights issues abroad. 2. Investigate global issues using a variety of research methods and technology. 3. Develop and communicate strategies and solutions to alleviate some of the global issues investigated | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that*  U1: Human Rights issues are a serious problem facing the world today, and must be dealt with cooperatively among different nations.  U2: There are numerous international organizations that play a vital role in human rights activism and education around the world.  U3: They are global citizens, and thus can make choices and take actions that could perhaps alleviate some of the human rights violations that exist today. | ESSENTIAL QUESTIONS:   1. How are human rights issues treated on a global level? 2. What role should the United States play in issues of civil liberties and democratic movements around the world? 3. How can the global community account for past and current human rights abuses, and how do we communicate these issues to those that might not be aware of them. 4. How can globally conscious citizens take action to promote human rights around the world? |
| ***Acquisition*** | |
| *Students will know :*  *K1: That there are multiple restrictions on freedom of expression occurring daily in places such as China (Mainland, Hong Kong, and Tibet), Kazakhstan, and Uzbekistan. Freedom of expression is also limited in the United States.*  *K2: That there has been thousands of people around the world who have disappeared as a result of state terrorism, particularly in Latin America and Central Asia, and the U.S. has presumably played a role in this during the 1960s and 1970s.*  *K3: The specific economic and political situations in Latin America that have spurred a large influx of immigration to the United States.*  *K4: That violence against women is a global issue that exists in developing and developed nations, including many European nations and the United States.* | *Students will be able to:*  *A1: Identify, research, and evaluate at least human rights issue that exists in the world today, and understand its historical, social, political, and economic context.*  *A2: Analyze, integrate, and synthesize a variety of evidence to evaluate the selected human rights issue, whether or not they exist within the United States and to what capacity, and what is the U.S. response to it, and the international community’s response.*  *A3: Select and use appropriate media to communicate the issue to a diverse audience.*  *A4: Assess options and develop an action plan that addresses the issue of human rights education, specifically pertaining to their selected topic.*  *A5: Reflect on his/her capacity to advocate for human rights awareness locally and globally.* |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)   1. Organizational Chart of Human Rights Issues that contains columns for factual knowledge, students’ response to the issue (emotional and cognitive), organizations that deal with the issue, and a propose solution or strategy to deal with the issue. 2. Students create a separate twitter account that addresses the issue they are researching. | 1. As the weeks progress, I will periodically go around and look over the information the students have gathered, as well as how they have sought to organize it. 2. Students will have to tweet at least 2x/week addressing either the issue or the experience of researching. Student tweets will be directed @ my account: @msweller | |
| Assessment **OF** Learning: (ex: performance task, project, final paper)   1. Student groups will create a blog that addresses the human rights issue they have researched. 2. Presentation 3. 2-3 page written reflection from individual students. | 1. Students groups will be able to develop and create a blog that addresses the human rights issues that they have been researching. The blog must contain the information listed in their organizational chart; factual information and historic context of the issue, students’ personal responses and feelings regarding the issue, a list of organizations and websites that attempt to address the issue, and a proposed solution. 2. Students will present their chosen human rights issue to the class through their blogs. 3. Students will write a 2-3 page paper that addresses how they felt about this project. Students will be expected to address how the experience of conducting in-depth research affected them as learners, how did their feelings change throughout the course of the project, and whether or not they view themselves as effective agents of change. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  *Week One:*   1. Introduction to Human Rights: Human Rights Video, Gallery Walk and Four Corners Activity 2. Form Student groups, hand out research and project directions. Students complete KWL Charts (First two sections) 3. Research Lab- 4. Research Lab 5. Research Lab- Journal Write at the end of the session to reflect on the experience of journaling. Students will be reminded that their journals entries will serve as guides for future blog posts.   *Week Two:*   1. Student groups present findings of their research thus far through KWL Charts. Jigsaw students to present their human rights issues in small groups to others. 2. Students will be instructed how to create a blog using Wordpress. 3. Journal entry: Students reflect on the role of the United States in their particular human rights issue. (Exception: the group that is researching racism in the US, must examine how at least one other country views this issue in America. 4. How are human rights treated in the media? Students will spend two days compiling newspaper resources examining news sources from around the world to analyze multiple perspectives of the human rights issue they are researching. 5. Researching newspapers   *Week Three:*   1. Students research issues and work on development of blogs and propose one solution for their issue 2. Research day and blog development continued 3. Beginning of presentations; Journal Reflections- students reactions to presentation 4. Presentations; Journal Reflections 5. Presentations; Journal Reflections   *Week Four:*   1. Closing Activity: Students contact one international organization explaining their project and providing them links to their newly developed blogs. Students are encouraged to keep up with their blog entries even after the project. Homework: Students use journal notes and reflections to write a 2 – 3 page reflection paper about their experiences. (Described above)   *\*adapted from Understanding by Design Model* | | |

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| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: Introduction to Global Human Rights Issues Subject: AP US History  Prepared by: Allison Weller  Materials Needed: Large poster sized paper, fine tip markers, tape, student journals/mini-notebooks, overhead projector  Global Competency: Students investigate the world beyond their immediate environment | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | Students will use this lesson to assess which human rights issues had a powerful emotional impact on them, which issues they can identify with, and which issues they would be interested in investigating further. | |
| **H**ook: | | **T**ailored Differentiation: |
| Students will watch “The 30 Articles of Human Rights” video (2:31)  Students will write a journal reaction to the video. I will ask students to think about what rights they think are most valuable, and why the world had to create a Universal Declaration of Human Rights. As a class, we will briefly review the Nuremberg Trials and the Tokyo War Crimes Trials, and discuss how the atrocities of World War II led to a Universal Declaration of Human Rights. I will then ask students if they think that these trials were successful in ensuring human rights throughout the second half of the 20th century and the early 21st century? Students will reflect about these questions in their journals. | | The documents will include written texts, as well as visual images. |
| **E**quip: | |
| While students are writing in their journals, I will post 10 “posters” around the room. Each poster will have a document of some sort; written text, testimony, photograph, image, etc. Each of the documents will correlate to one of the following human rights issues:   1. Migration from Latin America (due to violence or economic desperation) 2. Women’s Persecution in the Middle East 3. Free speech and self-determination in Asia. (China and Tibet) 4. Disease and Poverty in West Africa 5. Race Relation in the United States (Ferguson)   Upon completion of their journal entries, each student will be given a fine point marker and be asked to partake in a “gallery walk” around the room, looking at each of the documents. Students must remain silent as they walk around the room. Students will be encouraged to respond to the documents and each other by writing their reflections, thoughts, and questions on the poster paper that frames the documents. | |
| **Rethink and revise:** | |
| Upon completion of the gallery walk, students will be asked to write a reflection in their journal using the following prompt:   1. *Which texts or images did you find the most powerful? Why?* 2. *After completing the gallery walk, which human rights issue(s) are you most concerned about? Why?* | |
| **Evaluate:** | |
| I will post each human rights issue (one at a time) on the overhead projector. Each corner of the room will have a signs that say “strongly” somewhat strongly” “somewhat not strongly” and “not at all”. Students will be asked to position themselves in a corner based on the following prompt for each human rights issue:  *How do you feel about this issue?*  Students will be asked to explain why they chose to go to specific corners of the room throughout the exercise. I will use this lesson to access students’ interest in different human rights issues and to create student interest/research groups for the remainder of the Unit.  For homework, students will be expected to develop one “tweet” addressing one of the issues they briefly explored in class. | |
| Notes:  When discussing the various human rights issues, encourage students to think about how these may affect children their own age. | |
| **O**rganization: |
| The poster-sized human rights issues will be created and ready to put up before the students enter the room. Students will each be equipped with a marker and a human rights journal as they enter the room. |