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Unit Title: Balancing Rights & Responsibilities

School: DeQueen High School **Address:** 1803 W. Coulter Dr. De Queen, AR 71832

Grades: 10-12

Subject: Street Law

Date: July 27, 2016

Summary: This lesson will examine the differences between rights and responsibilities of citizens. In the process, students will explore the commonly held idea that Americans, in general, are far more fixated on their rights, but often neglect their responsibilities. They will create posters to encourage and inform citizens what their rights and responsibilities are. Students will also examine the *Universal Declaration of Human Rights (UDHR)* and use it to question current situations in our country to see if the declaration is being violated and if so, which articles. Finally, after familiarizing themselves with the primary document (UDHR), the final assessment will be a project completed by students as they research current human rights violations around the world. Students will discover the many social injustices that are still taking place despite the signing of the UDHR, in 1948. They will be asked to formulate questions that they want to answer about their topic and create a multimedia project and present their findings to the class. In addition, they must come up with one way that he/she can personally affect his/her human rights violation right here at home.

Time Frame: This unit will take approximately 6 weeks. One week of introductory activities. One week for examining the UDHR, and two weeks of research and compilation and two weeks of presenting (45 minute class periods).

Essential Questions: "How can one person make a difference in society?" & "To what extent are you responsible for the condition of your community, state, country, and world?"

Objectives:

- 1) Students will examine the difference between rights and responsibilities and determine what their responsibilities are as citizens of this community, state, and nation.
- 2) Students will examine the UDHR and then judge the relevance against situations currently occurring in society.
- 3) Students will use research skills to integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Lesson 1:

Time frame: 5 days

Purpose: This lesson will have students examine their own current and future roles in society as a responsible citizen. It will help them to realize the importance of meeting the responsibilities that society has placed upon them and of exercising the rights that they have as Americans. It will hopefully foster a civic responsibility inside these students who will be our future leaders, voters, politicians (God knows we need good ones) and teachers. I'm simply trying to shape the future one child at a time.

- Students will be asked "What is the difference between rights and responsibilities" for their Problem of the Day. We will discuss their answers and see if everyone agrees. Students will discuss discrepancies and come up with definitions everyone can agree on.
- Students will be asked to make a chart and discuss and list, in their table groups, examples of both rights and responsibilities of people living in our city, county, state, and nation.
- Then, the class will examine each group's list and make any necessary modifications.
- Finally, each group will be given the task of doing two advertisement posters (one for rights and one for responsibilities) challenging/encouraging people to live up to their rights and responsibilities in our community. Some will be English and some Spanish.

- Students will determine the best places to hang the posters to encourage civic duty. Some places that I will encourage placement would be at the Post Office, Sheriff's station, DMV, City Hall and County Courthouse.
- Individual students will be given 10 bonus points if they get permission to hang a poster from a county/city employee and an additional 5 bonus points if they take their picture with said employee and allow me to put it in the local newspaper.

Lesson 2:

Time frame: 5 days

Purpose: This lesson will expose students to the idea of how long it took, and how much fighting had to occur for human beings to recognize natural rights that people possess simply because they are human. It will also foster tolerance within society' because, as they explore current human rights violations that they might not otherwise give a second glance, they will recognize their own tendencies to judge, or even be racist. It will cause them to recognize that diversity is not inherently "bad" and everyone should have their basic human rights protected no matter their beliefs.

- Students will be asked to explain: "How can the law effectively protect the human rights of some but at the same time, possibly violate the rights of others?"
- Students will discuss this question as related to the refugee debate, TSA, The Patriot Act and other controversial issues.
- Students will watch a video, "The Story of Human Rights" which will introduce them to the *UDHR* and human rights violations.
- In their table groups, students will be asked to read some scenarios involving possible human rights violations and, using the *UDHR* on pg. 604, determine which of the articles are being violated in each scenario.
- Students will discuss their activity in class and we will make modifications as discussion clarifies our thinking.
- Individually, students will be asked to link their current event for the week (newspaper or internet articles) with human rights violations and using the copy of the *UDHR* in their textbook (p. 604), to determine which of the *UDHR* articles were violated.
- Students will share findings regarding their article and human rights violations and the class will discuss the responses.
- Students will brainstorm well-known human rights violations and then be asked to write a letter of apology to someone (or a people group) who has had, or is currently having his/her human rights infringed upon. They will write the letter from the perspective of society. These letters will be placed in the hallway. Some may be published in the local newspaper's educational section. This will be scored using a rubric.

Lesson 3:

Time frame: 3-4 weeks

Purpose: This lesson will open student's eyes to horrific human rights violations (hrv) in other parts of the world that Americans generally do not know about or sadly, don't care to know about. They will become experts on their hrv so that they can present the information to the class. In the process, students must come up with ONE way that he/she can help this cause from right here in rural Arkansas. My goal is to expose

students to atrocities to not only make them thankful to live in such a great, safe nation, but also to hopefully kindle a fire in them to attempt to do something about these violations, if not now, when they become adults. Regardless, I firmly believe that nothing can be changed if people are not aware it is going on and these students are our future.

- Students will choose a human rights violation from the list presented.
- Students will first have 20 minutes to look up their hrv on the internet just to find out what it is about.
- Students will begin to compile a list of 10 Questions that they want to find out about their topic.
- Over the course of two weeks, students will be given class time to research their questions, take notes, and find pictures/music for their multimedia presentation.
- During their research time there will be various dates when I will check their progress to make sure they are on task and advancing appropriately to completion. (see calendar)
- Students will present their topic and discuss it with the class. They will be assessed using a rubric (see attached) for both their verbal presentation and their media presentation.

State Standards: There are no state standards for this class. It is an elective.

Bibliography Information:

- All Rubrics are teacher made by Kelly Mills
- Newspapers and internet will be from random sources depending upon access of child to various forms of print or internet media.

Textbook:

Arbetman, Lee, and Edward L. O'Brien. "What Is Law." *Street Law: Understanding Law and Legal Issues*. Columbus, OH: McGraw-Hill, 2010. N. pag. Print.

Video:

The Story of Human Rights. Youtube. N.p., n.d. Web. 27 July 2016. <<https://youtu.be/oh3BbLk5UIQ>>.

Lesson ONE

Rights & Responsibilities Poster Rubric

Names of group members: _____

Focus: (circle one) City County State Nation	Perfection :) (20)	Could have worked a little harder (10)	Really? (0-5)
Two posters completed as assigned			
Posters reflects knowledge of difference between rights & responsibilities			
Posters are done neatly & are legible			
Lettering is large enough to be seen from a distance and is colorful and attractive			
Poster encourages or inspires one to want to participate in civic responsibilities and take advantage of rights			
<i>Total Points</i>			
<i>Bonus:</i> Student/s:	10 pts. (permission)	5 pts. (photo)	

Lesson TWO

Student Name: _____ Date: _____ Class: _____

Walden Human Rights Scenarios

Commentary: Many countries have more serious human rights violations than the United States. This point may be one reason some people in the United States tend to use the term human rights only when referring to violations that occur in other countries. However, human rights do apply to all people in all countries around the world, including the United States.

Directions: Use your textbook, pages 604-610 to help you determine if any human rights have been violated. If so, list the article numbers next to the scenario. There may be more than one per scenario.

A. Assume the following events take place in the United States. Decide if each is a human rights violation. If it is, identify the article of the UDHR that is at issue.

1. Before class starts, the professor says, "You can't pray in this class."
2. A child goes to sleep hungry because the parents have no money for food.
3. A student receives a poor education and is rejected for every job for which she applies.
4. A man is stopped before boarding an airplane and strip-searched because he has an Arab-sounding name and a stamp on his passport indicating that he has been to Iraq in the past year.
5. A Spanish-speaking student speaks Spanish to another student. The dean of students says that only English can be spoken on campus.
6. A woman is ill and is turned away from a hospital because she does not have health insurance or the money to pay her medical bill.
7. A homeless man asks for money from people passing by, but people do not give him any money.
8. A Muslim student wears a hijab (head scarf) to class. The professor tells her to remove it during class, as there is a rule against hats or other head coverings in the building.
9. A family moves to the United States from an African country where it is part of the culture for the wife to stay at home and take care of the household. The husband comes home from work and finds that his wife has not done the laundry or cooked dinner. He disciplines her by striking her three times, the usual method of discipline in their culture.

Lesson TWO

Street Law Human Rights Violations
Apology Letter

Student name:		Date:	
Requirements	Perfection :) (20)	Work a little harder (10)	Really? (0-5)
Student attached a copy of the article used for this assignment.			
Student identified a people group/person whose human rights were or are being violated			
Student used correct perspective (society)			
Student used correct letter format.			
Student showed maturity as well as knowledge of and specificity in relation to human rights violation/s (listing specific things) in apology.			
Column Totals:			
Notes:	Total Points:		

Lesson THREE

List of Human Rights Violations (for students to choose from)

Journalists Right to free speech
Torture at Guantanamo Bay, Cuba
Sex Trafficking in America
Sex Trafficking Abroad
Biological Experimentation
Holocaust
Syrian War Crimes (chemical warfare)
Darfur (Sudan) war crimes
America's "Rendition"
Infanticide in China
Infanticide in India
Genocide Guatemala
Rwanda
American Internment camps during WWII
Muslim Women's restrictions & oppression in Middle East
Domestic slavery
Vietnamese "social demons"
Bosnian War 1990's Sexual Atrocities
Afghanistan Child Marriages
Brazilian Prisons
Lord's Resistance Army in Uganda
North Korea (children of the secret state)
North Korea's gulags (work camps)
India's Caste System (Untouchables)
Mexico's mass abductions and extortion/drug cartels
Putin's laws in Russia that limit freedom of speech
Uganda, India and Russia/laws against homosexuality.
Forced sterilization

Lesson THREE

**Street Law
Human Rights Research
Calendar of Events**

Thursday, January 28th	Street Law Research Begins
Thur. February 4th	By the start of the period YOUR 10 Questions are DUE (typed on Google Drive and sent in via Google Classroom)
Wed. February 10th-12th	Street Law Library Research Days
Tuesday, February 16th	You must come up and show me what you have done on your Slide Show
Thursday, February 19th	DUE DATE (everyone must turn their research in by midnight on Feb. 18th)
Mon. Feb. 22nd - Fri., Feb. 26th	Presentations

2016-17 Human Rights Project

Instructions

Follow these directions closely and you can't fail.

1. Choose a topic that interests you.
2. **USE GOOGLE SLIDES ONLY to do visual presentation**
3. **RESEARCH** your topic. If you don't understand what you are reading then the class will not understand what you are saying and you will fail.
4. **BE AN EXPERT**....to do that you must know all there is to know about your subject. Or at least enough to sound intelligent and answer questions classmates might ask.
5. Have **at least 10 Photos** that show the class how horrifying this violation is. (don't be scared to make them squeamish, they need to see what is really going on)
6. Be able to explain/describe/your photos. Don't just throw a picture up and breeze by it as if it wasn't there. They are meaningless if they have no meaning. DUH!
7. **Do NOT copy and paste** a lot of mumbo jumbo words on the screen. That is NOT allowed. The only writing on your slides should be dates, names, brief explanations or vocabulary words the students might not understand as you speak. Just enough to cue you as to what you want to say about that slide.
8. **PRONOUNCE** the words correctly, don't embarrass yourself fumbling through something unnecessarily. *Dictionary.com* has a little speaker next to the words and it will actually "say" the word for you. So use it. Practice. Please.
9. The *next to last slide* should give us an indication of how YOU and WE can affect change in regards to your hrv right here in our classroom, city, state, or nation.
10. Be sure to have the *last slide* be a bibliography to list all sources, including pictures
11. When presenting to the class:
 - Identify your topic immediately when giving presentation and make sure to explain any cultural or historical reasons why it occurs/ed.
 - **DO NOT** read your slides to us. We can read.
 - Use proper speaking techniques (look UP and around the room, to the right, middle and left of classroom)
 - You will NOT be allowed to have notes, so I would suggest your photos be used to trigger your memory as to what you'd like to tell the class.
 - This MUST be interesting to your classmates, so be enthusiastic and make them "FEEL" your anger or sadness about the atrocity you have researched.
 -
12. LOOK AT THE RUBRIC as you are preparing your presentation.
13. Practice your presentation before you stand before us all. PLEASE
14. If you want BONUS points you can insert a SHORT, RELEVANT video that helps us to understand your topic and/or music to make your presentation better.

2016-17 Human Rights Project Rubric

Student Name:		Date:	
Topic:			
Requirements	Perfect :) (20)	Work Harder (10)	Really? (0-5)
Student clearly stated the human rights violation first			
Student explained the violation by giving background information/cultural information/ etc...			
Student had a visually attractive Google Slideshow			
Student's slideshow was informative and had at least 10 pictures that were relevant to verbal information			
Student identified vocabulary that might be unknown to peers			
Student spoke with excitement/enthusiasm as an expert			
Student did not pause for long period of time (awkward)			
Student was able to keep peer's attention			
Student spoke clearly and loudly			
Student used appropriate speaking etiquette (looked right, left and center while speaking not up, at screen, or at floor)			
Student cited all pictures and information on last slide.			
Student appears to be an "expert" on his/her topic			
Total columns			
Total Points Possible: 240 Pts.	/ 240		
Bonus			
Relevant video (clarifies & enhances presentation)			
Music inserted (appropriate for topic)			
TOTAL POINTS + Bonus =	/ 240		