

## Every Human Has Rights

**Goals:** Students will be able to identify some human rights, describe what life would be like with or without human rights, and demonstrate empathy for those around the world lacking basic human rights. This will be measured through poems written by students both before and after learning about human rights.

**Essential Question:** How should all humans be treated? What freedoms should all humans have?

**Objective:** -- Students will be able to identify the role the US has played in expanding and hindering human rights around the world.  
-- Students will be able to compare their changing perspectives through analyzing two poems they have written for similarities and differences.

**Time:** 3 days (amount of time will depend on how much you assign as homework)

**Level:** 5<sup>th</sup> & 6<sup>th</sup> grades

### Correlations to Core Curriculum:

5<sup>th</sup> Grade

- Social Studies Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.
  - Objective 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States.
    - Indicator a: Explain the significance of the Bill of Rights.
    - Indicator c: Analyze the impact of the Constitution on their lives today (e.g. freedom of religion, speech, press, assembly, and petition).
- Social Studies Standard V: Students will address the causes, consequences and implications of the emergence of the United States as a world power.
  - Objective 3: Evaluate the role of the United States as a world power.
    - Indicator a: Assess differing points of view on the role of the US as a world power (e.g., influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting environmental stewardship).
    - Indicator b: Identify a current issue facing the world and propose a role the United States could play in being part of a solution (e.g., genocide, child labor, civil rights, education, public health, environmental protections, suffrage, and economic disparities).
- Reading Standards for Informational Text: Key Ideas and Details
  - Objective 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Reading Standards for Informational Text: Integration of Knowledge and Ideas

- Objective 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Writing Standards: Text Type and Purposes
  - Objective 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - Indicator b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    - Indicator d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Writing Standards: Production and Distribution of Writing
  - Objective 4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## 6<sup>th</sup> Grade

- Social Studies Standard IV: Students will understand current global issues and their rights and responsibilities in the interconnected world.
  - Objective 3: Determine human rights and responsibilities in the world.
    - Indicators a: Identify rights considered essentials for all humans.
    - Indicators b: Propose steps individual students can take to protect these rights (e.g., support for sister schools, energy and resource conservation, letter writing, career choices, fundraising efforts).
- Reading Standards for Informational Text: Key Ideas and Details
  - Objective 3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Reading Standards for Informational Text: Integration of Knowledge and Ideas
  - Objective 9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- Writing Standards: Text Types and Purposes
  - Objective 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - Indicator b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - Indicator d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Writing Standards: Production and Distribution of Writing
  - Objective 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Materials:

Reader’s Theater of *Every Human Has a Right* created in PP with declaration as title at the top and scanned pictures from the book in center (*if you own a copy of the book, I would be willing to share the PP with you to adhere to copyright laws*)

Numbers for the Declarations (*at end of lesson plan*)

Whiteboards, dry-erase markers, socks

Writing journals

Typed pages with each declaration at the top and space for students to illustrate below (*if you own a copy of the book, I would be willing to share these pages with you to adhere to copyright laws*)

Art supplies

ePals Declaration Poetry (*if you own a copy of the book, I would be willing to share the PP with you to adhere to copyright laws*)

Poetry Comparison form (one for each person in the class)

**Equipment:**

Computers with Internet access

PowerPoint software

Document Camera

**Background Information:**

The Declaration of Human Rights was spearheaded by Eleanor Roosevelt and a committee from the United Nations to respond to the atrocities committed during World War II. It was adopted on December 10, 1948. At the beginning of that year, Eleanor wrote a New Year's essay to the country as a precursor to her husband's "Four Freedoms" speech. In that essay, she outlined the four points that would come to be the baseline for The Declaration of Human Rights in the UN Charter—freedoms of speech and expression, to worship God in own way, from want, and from fear--that were then reiterated by her husband several weeks later.

*You can access both Eleanor's message and FDR's State of the Union Speech on Facing History's website under readings for human rights. This could be a great addition to the lesson for older students to get more literacy and primary documents into the lesson. If you are not familiar with Facing History; it is an organization that works with teachers to provide lesson plans that help address touchy issues like human rights from a historical perspective. This is a free website to teachers, specifically middle and high school history teachers, with many primary document resources already pulled together into units. You do have to create an account with them to access the resources. I found out about this through the Tenement Museum's website.*

**Lesson Plan:**

**Day 1:**

**Engage (30 min.)** Introduce the poem "If I Were in Charge of the World" by Judith Viorst. Read it aloud. Then read it chorally several times. Have students brainstorm what they would do if they were in charge of the world. Have them use the template on the website listed below under "Write an Instant I'm in Charge of the World Poem". After finishing the poem, students can print or publish to teacher's website. This poem will be used as comparison with the poem they write at the end of the lesson.

**Explore (20 min.)** We all believe in freedom, but what exactly does "freedom" mean? Brainstorm. Give history on Declaration of Human Rights (*see Background Information above, especially the parts on Facing History website that can be used as primary sources*). Hand out random slips of paper with numbers on them so students know who is leading the reading of that declaration. Capitalized words are read by everyone. This will make a reader's theater out of the declarations (therefore, it is their voices) at the same time as showing the PP of pictures from the book. Then have students read around the room poems from the kids in the book. Write down words on your white board that are really powerful. Collect the whiteboards in one location.

**Explain (15 min.)** Teacher will type all the powerful words into Wordle. This program makes bigger any words that are repeated. It becomes a visual graph of the popularity of words. Meanwhile, the students choose a declaration and illustrate it with words, pictures, symbols, colors, etc. They are to fill the paper with their best work. (*This could become*

a homework assignment.)

**Day 2:**

**Elaborate (30-45 min.)** Show student work either on the walls of classroom or under document camera. Give students adequate time to view each piece of art work. Do a 5-min. Write entitled, “What struck me about the illustrated human rights?” Have students write their human rights poem in own style or “If I were in charge of the world” style.

**Day 3:**

**Evaluate (30 min.)** Break the class into diads. Each person should bring their poem to the diads’ meeting place. Go over the questions on the Poetry Comparison form as a class. They are to choose one person’s poems to focus on at a time. The poet will be the reader; the other person will be the scribe. Both will contribute ideas. Compare the two poems. How are they the same? How are they different? How do you feel about your poems? What do you as the poet want to convey to the reader? How should all humans be treated? What freedoms should all humans have? Their reactions to these questions will be recorded on the Poetry Comparison form (see end of lesson). Then they will switch roles and do the same for the other person’s poems on a separate Poetry Comparison form.

**Assessment:** Post the illustrations for a while then later laminate and bind into a book to be perused in classroom library and create a continued discussion. Students will conduct their own self-assessment through their comparison of their poems. They will write this up on the Poetry Comparison form. They will choose how much of this reflection will be typed and posted below both of their poems to help the reader understand their changing perspective as the poet.

**Extensions:**

- Connect the Declaration of Human Rights to the Bill of Rights. Put students in diads. Give the students copies of the Bill of Rights. Have them put each right in their own words as concisely as possible on a web. Then they will wander the room looking at the illustrations of the Declaration of Human Rights adding which declarations go with each right in the Bill of Rights. This will help them connect the history of our country to that of the world.
- There are 2 music videos and versions of the song “We are the World”, one from 1985 (with Michael Jackson and other artists) to raise money for Ethiopia and one from 2010 (with modern artists) to raise money for Haiti (*both music videos are available below from youtube*). Have students either listen to both songs or half to one song and half to the other. Give out copies of the lyrics so they can follow along. Have a discussion to respond to: What the song is saying about human rights? Which declarations are in the song?

**Resources:**

**Books**

*Every Human Has Rights: A Photographic Declaration for Kids* by National Geographic (2009)

**Websites**

If I Were in Charge of the World poem and sentence starter from Amphitheater Public Schools in Tuscan, AZ

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CC0QFjAC&url=http%3A%2F%2Fwww.amphi.com%2Fmedia%2FCMSImport%2F0AD8986D2F214210B2B53B60BD7A7C9C.doc&ei=idvFU7PaOsK5i\\_gLrxlCoDA&usg=AFQjCNEHrPb2Ame\\_7xbN3QJ\\_TV3qllb1JQ&bvm=bv.71126742,d.cGE](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CC0QFjAC&url=http%3A%2F%2Fwww.amphi.com%2Fmedia%2FCMSImport%2F0AD8986D2F214210B2B53B60BD7A7C9C.doc&ei=idvFU7PaOsK5i_gLrxlCoDA&usg=AFQjCNEHrPb2Ame_7xbN3QJ_TV3qllb1JQ&bvm=bv.71126742,d.cGE)

Write an Instant I’m in Charge of the World Poem <http://ettcweb.lr.k12.nj.us/forms/incharge.htm>

The United Nations <http://www.un.org>

The UN Charter <http://www.un.org/en/documents/charter>

Facing History and Ourselves <https://www.facinghistory.org>

The Elders Launch Every Human Has Rights campaign <http://theelders.org/article/elders-launch-every-human-has-rights-campaign>

Wordle: Beautiful Word Clouds <http://www.wordle.net/>

USA for Africa—“We Are the World” (original music video from 1985)

[http://www.youtube.com/watch?v=OoDY8ce\\_3zk&feature=kp](http://www.youtube.com/watch?v=OoDY8ce_3zk&feature=kp)

We Are the World Lyrics <http://www.metrolyrics.com/we-are-the-world-lyrics-usa-for-africa.html>

We Are the World 25 for Haiti—Official Video <http://www.youtube.com/watch?v=Glny4jSciVI>

Artists for Haiti Lyrics <http://www.azlyrics.com/lyrics/artistsforhaiti/wearetheworld25forhaiti.html>

Numbers for the Declarations

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Team Names \_\_\_\_\_

Poet's Name \_\_\_\_\_

Poetry Comparison

Title of 1<sup>st</sup> Poem \_\_\_\_\_

Title of 2<sup>nd</sup> Poem \_\_\_\_\_

How are the poems the same?

How are the poems different?

How do you feel about your poems?

What do you as the poet want to convey to the reader?

How should all humans be treated? What freedoms should all humans have?