

Fulbright TGC UbD Unit Plan Template

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School/Location: St. Ignatius College

Subject: College Prep English

Grade: 10th

Unit Title: What does it mean to be human?: Know Your Rights

Time Needed: 8 Weeks (3 class periods per week)

Unit Summary: This 8-week Unit will focus on the introduction and analysis of the Universal Declaration of Human Rights (**UDHR**). The two primary texts will be the novel *Purple Hibiscus* by Chimamanda Ngozi Adichie and the UDHR. The purpose of this unit is to inform students of the knowledge, language, intentions, and aspirational dimensions behind the UDHR as well as give students the opportunity to revise and concretize or operationalize the UDHR. This unit will address the following essential questions:

- What does it mean to be human?
- What are Human Rights?
- Why do Human Rights matter?
- How do we know whether we as global citizens are honoring or violating Human Rights in our classrooms, our communities, countries, and our world?

To unpack these questions, students will engage in close readings, text connections, self-reflections, student panels, translations, and poster-creations. This unit will be delivered during the Fall as an introduction of UDHR while a second complementary unit in the Spring will include students analyzing school policies, school norms, and institutional structures in order to write a proposal for school reform. This lesson will use the SAGE framework to engage in UBD and PBL lesson-planning.

STAGE 1: Desired Results

ESTABLISHED GOALS:

G1: Develop geopolitical literacy and cultural literacy to know the reality,

Transfer

Students will be able to independently use their learning to:

Students will be able to explain denotations and connotations of language. In other

<p>opportunities, and restrictions of policy reform/implementation</p> <p>Domains of GLOBAL COMPETENCY:</p> <ul style="list-style-type: none"> ○ Investigate the world ○ Recognize perspectives ○ Communicate ideas ○ Take action <ul style="list-style-type: none"> ● Examine local, global, and intercultural issues ○ Understand and appreciate perspectives and worldviews of others ○ Take action for collective well-being and sustainable development <p>TECHNOLOGY USED: iPads, Google Documents, student cell phones, Canvas website</p> <p>RESOURCES: SAGE FRAMEWORK (OECD)</p>	<p>words, students will be able to highlight and extract complex keywords or concepts, ask culturally relevant and responsive questions to unpack language, meaning, and impact of aspirational documents. Students will be able to translate complex concepts into accessible and concrete terms. Students will be able to identify actions and events that demonstrate the honoring or violation of Human Rights. Students will demonstrate student agency and activism by creating informational content and materials that inform school community members about Human Rights. The informational content will take the form of posters and artwork that can be posted around the school to inform people of Human Rights.</p>	
	Meaning	
	<p>UNDERSTANDINGS Students will understand that:</p> <p>that the UDHR is an aspirational document that unites us around the world and call us to treat one another like humans</p> <p>that they, students, have human rights</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ● What does it mean to be human? ● What are Human Rights? ● Why do Human Rights matter? ● How do we know whether we as global citizens are honoring or violating Human Rights in our classrooms, our communities, countries, and our world?
	Acquisition	
<p>Students will know (content):</p> <p>Understand the rationale behind the creation of the UDHR</p>	<p>Students will be able to (skills):</p> <ul style="list-style-type: none"> ● Analyze, interpret, and explain messaging conveyed through visual artwork or visual aids 	

<p>3 Why's</p> <p>Visuals of Universal Declaration of Human Rights</p> <p>Kid-Friendly Version (UDHR)</p> <p>History of the UDHR</p> <p>Website: The Office of the High Commissioner for Human Rights</p> <p>Dangers of Single Story (Ted Talk)</p> <p>Framework #1: Perpetrators, Victims, Bystanders, Upstanders (teachbetter.com)</p> <p>Circles of Viewpoints</p> <p>Values, Identities, Actions</p> <p>Ways Things Can Be Complex</p> <p>Framework #2: Perpetrators, Victims, Bystanders, Rescuers (Facing History & Ourselves)</p>	<p>Know real-world (past and present) examples of efforts to honor or violate Human Rights</p> <p>Know the meaning, the process, and importance of ratification</p> <p>The roles of power and privilege in the reality and implementation of Human Rights activism</p>	<ul style="list-style-type: none"> • Write different connotations and meanings of keywords based on cultural, historical, and political biases or lenses • Identify, take, and empathize with different perspectives based on political leanings, geography, and culture/interpersonal dynamics, policy, and institutions • Identify pain and pleasure points found in certain ideas and implementations of ideas • Identify biases and prejudices
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Stage 2 - Evidence

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Individual Article Examination/Analysis • Article Translation/Revision • Student-Generated Articles • Research Real-World Events & Speech • Student Interviews/Clinical Interviews • In-Class Writings • Literary Quote Extractions • Student Reflections/Journal • Dramatic Readings/Speech Delivery of Historical Speeches 	<p>Evaluation Criteria (Learning target or Student Will Be Able To)</p> <ul style="list-style-type: none"> • Students will be able to translate the articles of the UDHR into accessible terms • Students will be able to connect the articles of the UDHR to past and present real-world events • Students will be able to connect self to the articles of the UDHR. • Students will be able to make text-to-text connections • Students will be able to apply the 5W question-asking words to build guiding research questions/interview questions and encourage complex thinking and perspective-taking • Students will be able to write 4-paragraph essay in under 60 minutes • Student will be able to identify, name, and attach “emotion” to UDHR articles
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Student Panel on UDHR (Oral Defense) • Outside Literary Analysis Essay • Student UDHR Posters 	<p>Evaluation Criteria (Learning target or Student Will Be Able To)</p> <ul style="list-style-type: none"> • Students will be able to visual represent the articles of the UDHR via artwork and photography for intended audience of fellow high schoolers • Students will be able to apply the understandings of the UDHR to analyze literary characters and themes • Students will be able to present, speak publicly, and engage in interviewing via student panels

Stage 3 - Learning Plan

Summary of Key Learning Events and Instruction

Week #1: Students will be introduced to the UDHR. In doing so, students will define in their own words what it means to be human. Student will represent their definition of “human-ness” through photography, drama/acting/body sculptures, dramatic monologues and

or poetry. Students will engage in an initial close reading of the articles and make personal connections to the articles. Students will extract or pull out 2-3 major keywords in each article and write out different connotations of each of the keywords. Students will also visually represent the selected articles with comic strips and photos.

Week #2: Students will begin reading the novel *Purple Hibiscus* by Chimamanda Ngozi Adichie . While reading the novel, students will be annotating the texts and searching for examples of human rights and instances of human rights recognition and human rights violations within the novel. Each week, students will extract quotes from the novel that speak to individual articles of the UDHR. By completing the quote extractions and weekly reading quizzes, teacher will know if students are reading the core text. Students will practice creative writing by writing their 2-sentence mini short story, illustrating a Human Rights issue or dilemma. Students will read pages 0-70 in *Purple Hibiscus*. *Students will use Flipgrid to create videos delivering dramatic delivery of famous Human Rights speeches or poems.* Students will be able to research and select the speech based on the Human Rights issue they care about.

Week #3: As students are continuing to read *Purple Hibiscus*, students will engage in perspective-taking and complex thinking. Students will engage in small student panels where they will role-play, examine, and speak publicly about selected articles of the UDHR. Students will write another translation of the articles but with more complex language and a question that may point out a blind spot or a point of ambiguity with the selected article. Students will watch Adichie's Ted Talk on the "Dangers of a Single Story." Each week, students will extract quotes from the novel that speak to individual articles of the UDHR. Students will read pages 71-140 in *Purple Hibiscus*.

Week #4: Students will start the design process of creating visual artwork to teach the school community members about Human Rights. Students will engage in clinical interviews with different school community members on campus. Based on the interviews, students will put together a rationale, mission statement, or statement of purpose before starting to put together a physical poster. Each week, students will extract quotes from the novel that speak to individual articles of the UDHR. Students will read pages 140-205. Students will do a formal 60-minute in-class writing synthesizing the novel and the UDHR. Students will be introduced to the final outside literary analysis essay prompts. To prepare for the formal in-class writing, students will engage in Socratic Seminars to gather notes to use for their outlining. During the in-class writing, students will be allowed an index card with written notes and quotes from the core text.

Week #5 (Thanksgiving Break): Students will have the whole week off and must complete novel *Purple Hibiscus*. Students will read pages 205- 307 (END OF BOOK). Students will create a first design of their poster as well as a draft of rationale statement explaining the creative choices made in creating the informational content and visual aid.

Week #6(After Thanksgiving Break): Students will begin to prepare for student panel on the UDHR. Students will produce a rough draft

of their literary analysis essay. Students will be designing interview questions for the panels. On these panels, students will be public speaking and making a case for why their article is important, most misunderstood, most violated or easiest to set goals or action plans around in school settings as well as in the world.

Week #7: Students will complete student panels. Students will submit a second draft of their literary analysis essay on Purple Hibiscus. In this essay, students will be analyzing the recognition and violations of Human Rights via the fictional characters and events in the novel.

Week #8: Students will complete and present their posters. Class will engage in a gallery walk. Students will submit a final draft of their literary analysis essay.

