

# Fulbright TGC

Lesson Title: What are Human Rights? (Introduction to Human Rights)

Subject: Sophomore English Language Arts

Prepared by: Darius White

Materials Needed: [Online Copies of the Universal Declaration of Rights](#); Pencils and Paper

Global Competency:

**Investigate the world**

**Communicate ideas**

Where is the lesson going?

(Learning Target or SWBAT)

This lesson is the opener to the entire unit plan centered around the core text *Purple Hibiscus*. The purpose is to introduce students to the Universal Declaration of Human Rights. This lesson will serve as a primer for students to identify Human Rights in the core text or novel, *Purple Hibiscus* by Chimamanda Ngozi Adichie.

-Students will be able to identify literary and real-world examples of Human Rights

-Students will be able to analyze the articles of the Human Rights in order to provide a succinct translation of the articles accessible for different audiences.

Hook:

Open class with graffiti board activity, a pair-share, and a small class discussion on the following question: *"In our communities and around the world, how do we know we are respecting and treating one another like human beings?"*

**Grffiti Board:** This BIG question is written on the whiteboard, and students are encouraged to come to the board and write any words, phrases, pictures to show what they associate with this question. After the whiteboard has been filled, students will engage in pair-share about the question and the ideas put on the board

Equip:

Tailored Differentiation:

For the students who struggled to translate the articles, those students were encouraged to complete a mind-map or journal about the articles that caught their attention. Essentially, students are given the opportunity to free-write about any two articles.

As a class, students read through the articles of the Universal Declaration of Human Rights (UDHR). Students will be given the choice to read silently or read aloud as a class, one by one. Students will select two articles that resonate with them, and then translated each article in kid-friendly language in 6 words or under. Then the students will visually represent their understanding of the article with symbols and drawings. Students used iPads to access online copies of the UDHR and then used pencil and paper to complete their translations and illustrations. Lastly, the students research one real-world example of a human right being upheld or violated. Depending on the reading and language needs of my students, students will have access to two versions of the UDHR.

[Official Universal Declaration of Human Rights](#)

[Kid-Friendly Version](#)

**Rethink and revise:**

As they read the core text/novel *Purple Hibiscus*, students will come back to these initial translations and re-write each article with more complex language. Students will write various versions of the articles to make the concepts accessible to different audiences such as elementary school students, high school students, and international youth audiences. Students will eventually add on different examples from the novel and the real-world, thus creating a library or list of examples that substantiate the article from the Universal Declaration of Human Rights. To enrich this lesson plan, students will also identify blind spots of the UDHR as well as creative actions to honor Human Rights on school campus and within their local communities. At the end of the unit, students will create informational posters to post around the school in order to inform our school community of the Universal Declaration of Human Rights.

**Evaluate:**

**Assessment:**

For this lesson plan, students will create 6-word translations and visual representations of 2 articles from the Universal Declaration of Human Rights. Students will also research and identify real-world examples and or literary examples of Human Rights.

Emerging Els: For this lesson plan, students will read and view the pictures associated with the kid-friendly version of the UDHR and complete a webmap/mindmap for students to brainstorm word associations.

For the students who struggled to translate the articles, those students were encouraged to complete a mind-map or journal about the articles that caught their attention. Essentially, students are given the opportunity to free-write about any two articles.

**Notes:**

	<p><b>Organization:</b></p> <p>The main concept of this lesson plan: "Human Rights"</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"><li>-Human Rights</li><li>-Humane Treatment</li><li>-Honor Human Rights</li><li>-Violate Human Rights</li><li>-Rights (v. Privileges)</li></ul> <p>[Enriched Discussions]</p>
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