

Human Rights

Unit: Civics – Individual Rights and Responsibilities

Theme: Human Rights

Level: ESL level 5 and up

Objectives: Identify, paraphrase, compare, contrast, examine, and appraise our basic human rights

Length of Session: 1 to 2 hours (1 or 2 class sessions)

EFF Standards: Speak so others can understand, read critically, cooperate with others

Language Arts Standards”

Vocabulary Introduced: Human Rights vocabulary

SCANS/EFF Common Activities	INTO (approx. 30 min.)	MATERIALS
SCANS-Thinking Skills	<p>Warm-up: Discussion questions on human rights. Students brainstorm the questions “What are human rights?” and “Where do human rights come from?”</p> <p>Introduction: Students will identify human rights that they know about. Also identify certain basic beliefs about human rights, such as how we get our rights and equality of all people. Compare and contrasts rights in the U.S. and another country.</p>	<p>Handout 1, 2, and 3 Bill of Rights Universal Declaration of Human Rights</p>
	THROUGH (45 min.)	EVALUATION

<p>SCANS-Reading & Speaking</p>	<p>Introduce two documents on basic rights: U.S. Bill of Rights and U.N.'s Universal Declaration of Human Rights. In small groups students skim and scan the documents and write down in their own words the rights listed. Groups reunite and compare answers. This may also be done as a jigsaw activity with different groups reading different documents and then teaching each other.</p>	<p>Students complete handouts.</p>
<p>SCANS: Critical thinking, appraising and valuing</p>	<p style="text-align: center;">BEYOND (15 min.)</p> <p>CLOSURE: On Handout 3, students will list the rights from each of the two documents. Then they will rank them in order of importance. Students will compare their lists with each other and discuss differences. For a real challenge, have small groups do this and come up with one ranked list they all agree on.</p>	<p>Students complete handouts.</p>

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