

# Unit 2: Human Rights: Challenges and Progress

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **5 Weeks**  
Status: **Published**

## Summary

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In the Current Global Issues course, students examine global phenomena through the central themes of globalization, human rights, challenges to state power and global health, technology and the environment. During each unit, students use a set of core skills to examine the central theme and how it impacts individual nations and the global community, including problems that are shared by all nations and ways of addressing them. Moreover, a key pillar of the course is daily international news that fortifies the continuing story of world events.

This unit explores the evolution of global human rights in the twenty-first century by examining the challenges and triumphs of marginalized groups. The instructor is required to teach global gender and sexuality as the main case-study and then will select from one additional case study from the following list:

- The State of Democracy
- Global Ethnic Minorities
- The State of the World's Children

By the end of this unit, students will be able to identify and describe current human rights issues facing people in our globalized world,

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## Standards

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6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices

in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those

skills.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

## **Essential Questions and Enduring Understandings**

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### **Essential Questions:**

- What factors have contributed to and reinforced traditional social hierarchies and gender identities?
- How can democratic governments respect long standing cultural and religious traditions while ensuring equal treatment of women and LGBTQ+ citizens?
- What progress has been made regarding global human rights and what progress remains to be made?

### **Enduring Understandings:**

- Women, children, ethnic minorities and people who do not conform to generally accepted standards of gender and sexuality have faced discrimination and exploitation throughout history; while much progress has been made on the global scale, much work remains to be done to ensure equality for all.
- Cultural traditions often clash with calls to create a more equitable society for ethnic minority groups, women, and people with nonconforming gender identities; consequently, democratic governments may struggle to promote progressive change while also respecting deeply ingrained cultural and religious traditions.

## **Objectives**

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### **Students will know:**

- A general historical overview of the global feminist and LGBT movements.
- The definition and significance of terms such as: human rights, gender, feminism, maternity leave, daycare, maquilladora, minority rights rules versus majority rules, marriage equality, transgender, caste

system,

- That traditional cultural and religious values can conflict with progressive calls for gender equality and the greater inclusion of ethnic minority
- Examples of gender-based rules regarding the role of women in society worldwide: voting, military, marriage, maternity leave, wage equality, abortion, birth control.
- Examples of struggles faced by women and LGBT people worldwide: female circumcision/genital mutilation, plural marriage, divorce restrictions, voting restrictions, sexual violence and exploitation, anti-LGBT legislation.
- There are different views on gender and sexuality that have caused controversy in societies worldwide. Some societies such as American Samoa and India have made room for alternative gender identities (fa'afafine and hijrah).
- Organizations and institutions that promote work to human rights, including, but not limited to: UNICEF, Human Rights Watch, Amnesty International.
- Modern definitions of “childhood,” “adolescence,” and “adulthood” have changed and do not mean the same thing across the globe.
- Children are affected by poverty, access to education, gender stereotypes, war/terrorism, disease, the globalization of labor.
- UNICEF regularly reports on the state of the world’s children and has set ambitious goals to improve the lives of children worldwide.
- Democracies around the world have, to varying degrees, promoted the human rights of women, LGBT people, children and ethnic minorities. In many places around the world democracy is in retreat, leaving the future of human rights for these groups in the balance.

### **Students will be skilled at:**

- Researching current issues regarding women, LGBT people and other marginalized groups using technology and presenting theory findings to the class.
- Analyzing sources such as the Universal Declaration of Human Rights or UNICEF’s annual report “State of the World’s Children” to determine the current status of global human rights.
- Thinking critically about the historic origins of global human rights and making connections between current global issues and world history.
- Identifying organizations that work to promote global human rights and evaluate which organizations and methods are most effective.

This unit includes, but is not limited to, the following learning strategies:

***Core Unit Activities:***

**Gender History:** Students first learn a historic overview of the global feminist and LGBT movements and make connections to world history to trace the rise of gender equality through the 20th and 21st century.

**Women’s Rights: Challenges and Progress:** Students will read and discuss “The Story of a Maquiladora Worker” from Rethinking Globalization. Students will then be asked to research modern women’s rights activists from around the world and compare the work they are doing. Women may include, but are not limited to: Laila Tyabji, India; Grace Ineze, Rwanda; Lilia Cardozo, Colombia; Megan Davis, India.

**India’s Daughter: The Story of Jyoti Singh:** Students watch this documentary on the women’s rights movement in India and have a roundtable film discussion based on questions provided by the instructor.

**The State of Women and LGBT People Worldwide:** Students research news websites and newspapers to learn about and report on the state of gender equality and LGBT rights for ONE of the following regions: Latin America, Sub Saharan Africa, Middle East, Eastern Europe, South Asia, Southeast Asia. They can prepare their report as a poster or Google Slides to present to the class.

**Gender Revolution With Katie Couric:** Students will watch this documentary and respond to the following prompt: To what extent does this documentary confirm, complicate or confirm your understanding of gender?

***Optional Case-Studies:***

**The State of Democracy Worldwide:** Students first watch The Story of Us, episode 1: The Price of Freedom with Morgan Freeman to learn about how people around the world view freedom and democracy and how they have struggled for these ideals. Students can then be asked to produce an original piece (art, essay, poem) in response to the following prompt: What does freedom and democracy mean to me? Next, they can research and report on ONE person who has struggled to define freedom and democracy for themselves or their community in the 21st century.

**The State of the World’s Children:** Students examine UNICEF’s “State of the World’s Children Report” to examine the progress that has been made in protecting children worldwide and challenges the future holds and will summarize their findings. They may also read the “Declaration of the Rights of the Child” and

determine the extent to which these rights have been upheld worldwide. If time allows, the instructor may choose to screen excerpts approved by the supervisor from one of the following films that center around children worldwide: Trash (2014); Lion (2017); Innocent Voices (2004.)

**Global Education:** Students first learn about the caste system and education in India by watching Daughters of Destiny: The Untouchables (episode 1) on Netflix. They then research the education system of one country and collaborate in small groups to create a plan to improve the education system in the country they researched. The class will then compare their findings and solutions.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

## **Assessment**

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When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

### **Formative Assessments -**

- Students will be presented with a map and asked to identify various examples of current issues facing women and LGBT people worldwide by region.
- Students research various women’s rights activists and report on their work in small or large groups.
- Students will be asked to write their personal definition of gender before viewing Gender Revolution.

### **Summative Assessments –**

- The State of Gender Equality/LGBT Rights Worldwide project and presentation.
- Gender Revolution film reflection essay.
- One reflection piece for the optional unit case studies: Film paper; “What Freedom Means to Me”;



### Alternative Assessments –

- Read and summarize current event articles in the news on various topics regarding gender equality, LGBT rights and the state of democracy around the world.

### Materials

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The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: [Core Book List](#).

The following are approved resources that teachers can include to further unit related objectives:

- Selected articles and resources from the book *Rethinking Globalization: Teaching for Justice in and Unjust World* edited by Bob Bigelow (2002) including “The Story of a Maquiladora Worker” from the book *Rethinking Globalization*
- Global Gender Gap Report: [https://www3.weforum.org/docs/WEF\\_GGGR\\_2023.pdf](https://www3.weforum.org/docs/WEF_GGGR_2023.pdf)
- India’s Daughter: The Story of Jyoti Singh (2015) Documentary.
- Gender Revolution with Katie Couric (201)
- UNICEF’S “State of the World’s Children Report” available via UNICEF: <https://www.unicef.org/reports/state-of-worlds-children>
- Selected sources from *Rethinking Globalization*, Chapter V: “Kids for Sale: Child Labor in the Global Economy.”
- Articles/Profiles of women such as:
  - Laila Tyabji of India: <https://timesofindia.indiatimes.com/life-style/spotlight/jeans-today-sari-tomorrow-modern-india-is-a-great-mix-of-east-and-west-laila-tyabji/articleshow/97359965.cms?from=mdr>
  - Megan Davis of Australia: <https://time.com/6247683/megan-davis-australia-indigenous-voice/>
  - Grace Ineza, Rwanda: <https://www.nationalgeographic.com/impact/article/ineza-umuhoza-grace-advocate-educator-climate-change>
- Choices Program “International Trade: Competition and Cooperation in a Globalized World”

- Excerpts approved by the supervisor from the film Innocent Voices
- Excerpts approved by the supervisor from the film Trash
- Excerpts approved by the supervisor from the film Slumdog Millionaire
- “Breaking India’s Unjust Caste System” <https://www.youtube.com/watch?v=IUS2TA7Qna8>
- The Story of Us, episode 1: The Price of Freedom with Morgan Freeman (2017)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

### **Suggested Strategies for Modification**

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This link includes content specific accommodations and modifications for all populations:

<https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aCIW-bkRGPDRHXVrk/edit?usp=sharing>

These additional strategies are helpful when learning Social Studies content and skills:

- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials, including graphic organizers for writing.
- Mark texts with a highlighter.
- Provide time for students to process their responses before asking for contributions during class.
- Model expectations for assignments and provide clear rubrics with detailed instructions