Unit 3: Commitment to Social Justice and Human Rights

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
Length: **6 weeks**
Status: **Published**

Summary

With the goal of fostering awareness and understanding of diverse cultures, global issues, and interconnectedness in an increasingly globalized world, students in the Global Citizen course engage with topics such as environmental sustainability, geographic understanding, social justice, and international relations. In doing so, students develop empathy, critical thinking, and a sense of responsibility toward the global community, ultimately broadening their perspectives and equipping them with the skills and knowledge needed to contribute positively to a more inclusive and sustainable future.

This unit is part of the larger aforementioned course sequence and specifically focuses on commitment to social justice and human rights where students will understand how international organizations have attempted to create a human rights framework through the Universal Declaration of Human Rights, allowing for definitions of human rights violations. However, students will further complicate their understanding by explaining how there are still cases of international organizations failing to effectively address human rights violations in the present day, and how Individuals, national governments, and international organizations have a responsibility to speak out and take action against those committing human rights atrocities, as well as to aid those harmed by human rights violations. By the end of this unit, students will be able to identify basic human rights of individuals regardless of background or identity, explain how human rights violations have been violated across cultures, assess the extent to which the Universal Declaration of Human Rights has effectively aided in preventing and addressing human rights violations, identify and explain the four stages of genocide: identification, expropriation, concentration, and annihilation, compare the responses of international organizations to human rights violations and atrocities, create an action plan for addressing human rights violations, identify and explain how individuals and nations can fight against atrocities and protect human rights outside of international organizations, utilize the UDHR to explain when and how human rights violations have occurred, and draw connections to present day human rights violations and attempts to address them and bring about social justice. Students will also know the purpose of the Universal Declaration of Human Rights, the influence of past atrocities, such as the Holocaust, on current attempts to address genocide and human rights violations, the factors that contribute to human rights violations and genocide, the ways that individuals, nations, and international organizations can and have responded to international conflict and human rights violations, the ways in which social justice and reconciliation attempt to heal those harmed by injustice, the role of the media in promoting international concern for universal human rights, the challenges of refugees during times of war and violence, and the function of the United Nations and other international organizations in bringing about peace and promoting human rights.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2024

Standards

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsDP.1:Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

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

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
• 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
• 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

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.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and

accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style/academic style, approach, and form.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation
presented.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the

relevance and sufficiency of the evidence.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Amistad Commission

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

New Jersey Diversity and Inclusion Law

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.

Commission on Holocaust Education

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a

profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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 / Enduring Understandings

Essential Questions:

- Why do human rights laws exist, and what rights do they protect?
- How do human rights challenges exist in today's world?
- To what extent are international organizations aiding in preventing and minimizing human rights violations?
- How can civilians help in bringing about global change and holding accountable those who commit human rights violations?

Enduring Understandings:

- International organizations have attempted to create a human rights framework through the Universal Declaration of Human Rights, allowing for definitions of human rights violations; however, there are still cases of international organizations failing to effectively address human rights violations in the present day.
- Individuals, national governments, and international organizations have a responsibility to speak out and take action against those committing human rights atrocities, as well as to aid those harmed by human rights violations.

Objectives

Students will know:

- Vocabulary (including, but not limited to - Universal Declaration of Human Rights, Genocide, minorities, marginalized groups, ethnicity, crimes against humanity, forced labor, identification, expropriation, concentration, annihilation, atrocity, humanitarian, reconciliation, perpetrator, bystander, rescuer, propaganda, apartheid, refugee, asylum, advocacy, ICC, ICJ

- The definition of universal human rights.
- How World War II led to the creation of the Universal Declaration of Human Rights
- The rights outlined and protected by the Universal Declaration of Human Rights.
- The factors that contribute to atrocities.
- The steps of a genocide.
- The responses of nations and international organizations to genocide and human rights violations.
- Examples of human rights violations from around the world.
- The way violence and atrocities contribute to displacement of civilians.
- The challenges of refugees in seeking asylum and safety.
- The difference between migrants and refugees.
- The functions of the United Nations and other Human Rights Organizations in promoting peace and protecting civilians facing atrocities.
- The ways that the United Nations and other Humanitarian Organizations take action against human rights violations.
- The ways that civilians can take action outside of humanitarian organizations to bring about change and advocacy for human rights violations.
- The role of the media in raising awareness for human rights violations globally.

Students will be skilled at:

- Identifying basic human rights of individuals regardless of background or identity.
- Explaining how human rights violations have been violated across cultures.
- Assessing the extent to which the Universal Declaration of Human Rights has effectively aided in preventing and addressing human rights violations.
- Identifying and explaining the four stages of genocide: identification, expropriation, concentration, and annihilation.
- Comparing the responses of international organizations to human rights violations and atrocities.
- Creating an action plan for addressing human rights violations.
- Explaining why international organizations have a responsibility in maintaining peace and preventing violence among and within nations.
- Describing how the formation and organization of the UN and other international bodies stemmed

from the Holocaust and atrocities of World War II.

- Drawing connections to current day human rights violations and atrocities and analyzing the international response to such actions.
- Explaining how civilians can take action and draw attention to global atrocities and human rights violations to bring about social and political change.
- Analyzing media messages in how they report human rights violations.

Learning Plan

What are Human Rights? - To start, students will write a brief journal entry defining what "rights" are, then reflecting on what rights they have in school, at home, and in their community. Finally, they should reflect on what rights they feel they should have, but do not. After sharing some student responses, the class should come up with a working definition of what "rights" mean. Next, they will compare the class definition to the UNESCO definition from 1946 (. . . condition of living, without which . . . men cannot give the best of themselves as active members of the community because they are deprived of the means to fulfill themselves as human beings). How are the definitions similar? Do you think UNESCO's definition is too broad, too narrow, or just right? Next, student groups will come up with a list of three things that should be universal rights that apply to all people from every cultural and political background. Why are these rights important to everyone regardless of age, gender, geography, history, politics, religion, etc.? Students will then watch a video about the creation of the Universal Declaration of Human Rights, recording three details about what inspired Roosevelt's work, two challenges UN members faced when writing the UDHR, and one question that they have about the UDHR or the process of creating it.

What is the Universal Declaration of Human Rights? - Each student will receive a card with one of the articles of the UDHR (some articles may be separated or omitted as needed). In groups, students will discuss their cards and what they think it means. Next, groups will decide to what extent people in our country enjoy this human right: Everyone, Most People, Some People, A Few People, No One. If everyone does not enjoy the right, students will write down what particular people are excluded on the back of the card. Next, students will share their assigned article and what their group discussed, then place their card on the appropriate sheet of chart paper (labeled Everyone, Most People, Some People, A Few People, No One). After students share their findings, they should look at where all of the articles were placed and discuss what patterns (if any) emerge. Can we draw any conclusions on what this tells us regarding equality in access to rights?

Defining Genocide and Atrocities - Students will read about the four steps of genocide: identification, expropriation, concentration, and annihilation. Students will discuss the roles of individuals and groups in cases of genocide, and examine how such atrocities can occur. Students will define other atrocities and discuss why it is important to act against such human rights violations.

Applying the UDHR Stations - After reviewing the articles of the UDHR, student groups will rotate through stations describing various scenarios that violate one or more articles of the UDHR. For each station, student

groups will discuss and record which right is being violated and what actions could be taken to protect the rights of those involved.

Is Freedom in Trouble? - Students will start by reflecting on what they know about current events and human rights, and will list at least one country that they think has a strong human rights record and at least one country where they think human rights are limited. After sharing their ideas, the class will review the human rights map and see how their thoughts compare to the most recent data. Next, students will read the UpFront article, Is Freedom in Trouble?, and complete an analysis of the graphics in the article. Finally, students will participate in a discussion about the key issues in the article.

The Life of a Refugee - Students will first go over their understanding of the terms "refugee" and "migrant," considering what they would determine is the difference between the two, the positive and negative ways in which the terms are associated, and examples of either that they have seen or heard about. Students will then examine the UNHCR definition of both, and consider the challenges of refugee life. Students will watch a video on refugee stories, reflecting on the challenges they face as well as how reaching asylum can help. Students will then examine the specific challenges faced by Refugee Children by examining a fact sheet, and then addressing the questions "How does war and violence impact people's childhoods and well being? To what extent are refugees adequately helped in times of need?"

Global Guardians - As a warm up, students will brainstorm who should be responsible for addressing human rights violations and what intervention should look like. Next, student groups will research organizations like the United Nations, Human Rights Watch, World Health Organization, and Amnesty International. Each student group will create a poster (or presentation?) that highlights key information about the organization, what they can do to intervene in a case of human rights violations, and specific examples of their intervention in the 20th or 21st century. Groups will present their findings to the class, and after all presentations are complete, students will independently write a response to the prompt, To what extent are international organizations able to address human rights violations around the world?

Case Study: Political Rights in Syria - Students will start by reading a Newsela article explaining the background of the conflict in Syria. Next, student groups will use official information from international organizations to identify political rights that are being violated and what efforts are being made to address these violations. Through a stations activity, students will examine attacks on civilians, arbitrary detention, displacement of civilians and refugees, violence towards humanitarian aid, and UN intervention. Students will then reflect on the extent to which UN intervention has effectively addressed the crisis in Syria and aided civilians.

Case Study: Economic Rights in Bangladesh - Ask students to check the labels of their jackets or shirts and identify where it was made. List the countries of origin on the board and ask students to identify any commonalities between the countries (developing countries, outside Europe/US, etc.). Why do you think clothes are made in these countries, rather than somewhere else? Next, have students participate in a simulation activity, where they represent different groups of people associated with a garment factory (sewing machine operator, supervisor, manager, buyer, engineer) that has been identified as having safety issues. Should work resume in the factory? Why or why not? Students will then watch a video about the Rana Plaza

collapse in 2013 and answer questions about economic issues in the Bangladesh garment industry. As an exit ticket, students will reflect on what different groups (consumers, government, garment companies) can do to address these issues in places like Bangladesh and elsewhere.

Can We End Extreme Poverty? - Students will start by examining a photo of Delhi, India, from 1997. They will analyze the conditions in the photo, and think about the consequences of extreme poverty around the world. They will then read the UpFront article, Can We End Extreme Poverty, and discuss the key points of the article. Finally, students will write a response to the prompt, Do wealthy nations have a responsibility to invest in countries that suffer from extreme poverty to help raise living standards? Why or why not?

Case Study: Environmental Rights in Brazil - Begin class by asking students what they know about the Amazon rainforest. Where is it located? What does it look like? Who, or what, lives there? After discussing student responses, give a brief overview (including images) of the Amazon, explaining that there is an ongoing debate in Brazil about how the land should be used. Next, have students brainstorm some ideas supporting each side of the debate – the Amazon should be preserved in its natural state OR the land should be used to benefit the Brazilian economy. Students will then watch two video clips from PBS NewsHour (clip 1, clip 2) and reflect on the two sides of the debate. As an exit ticket, students should respond to the question, How do you think the land of the Amazon should be used?

Case Study: Cultural Rights in China - Students will first be introduced to the Uyghurs in China to gain context about how they are an example of a religious and ethnic minority in the country. Students will then examine the treatment of Uyghurs in China to address the question, "How has China limited the human rights of Uyghurs?" Students will then examine current global actions taken to address the oppression and human rights violations against the Uyghurs, and analyze to what extent the issue has gained global attention and action. Students will consider further actions that could be taken to protect Uyghurs and hold the Chinese government accountable for their actions.

UN Sustainable Development Goals - Students will watch a video introducing the United Nations' 17 Sustainable Development Goals and discuss their impressions of these goals. Do you think these goals apply universally? Why or why not? Next, students will explore the 17 goals on the UN's website and complete a graphic organizer that identifies 6 goals, specific facts/figures for each goal, what regions/countries are impacted by each goal, what the goal target is, and why that goal matters to them. After completing their review of 6 goals, student groups should choose one goal and design a realistic action plan to help support that goal.

UN SDG Case Study: Education - Students will review the targets for SDG4 and discuss whether these targets have been achieved in our school and community. If not, do you think they can be achieved? Why or why not? Think about countries where the targets of SDG 4 have not been met. What can the global community do to help these countries improve access to inclusive and equitable quality education? Next, after a brief introduction to the story of Malala Yousafzai, students will watch a video of her address at the Transforming Education Summit and take notes on how Malala's message highlights the importance of education, especially for girls. Students will then read an article about a UNICEF partnership that is using

plastic bricks to build classrooms in Côte d'Ivoire and discuss solutions to other obstacles to education.

The UN and attempts at Justice and Reconciliation - Students will consider the question, "How do you help someone after they have experienced an atrocity or human rights violation?" Students will create a class list of ways that people can be aided or brought justice, and then examine the ways in which the United Nations attempts to address and bring justice to human rights violations, such as through the International Criminal Court and the International Court of Justice, financial compensation, truth commissions, and guarantees of non-recurrence. Students will be split into small groups to investigate the different ways to bring social justice and reconciliation, and share and compare their findings with peers. Students will reflect on the following questions as after their examination: "Why is it important to bring about justice to those harmed by human rights violations, even if it takes years to achieve? How can further actions be taken to bring about social justice to victims?"

Convention on the Rights of the Child - Students will first consider what rights a child has, and if these rights, if any, differ from those of an adult and why. Students will then be introduced to the Convention on the Rights of the Child (CRC) by reading the summary of the CRC as a class. Finally, students will read one of two articles, examining the experiences of either a teenager from Jordan or children affected by war in Ukraine, and then discuss how their findings compare. As a class, students will discuss how they can take action to protect the rights of children, and why children specifically are a vulnerable group when atrocities occur.

The US and the CRC - As a warm-up, students will brainstorm reasons why countries would ratify the Convention on the Rights of the Child and some reasons why they would not ratify. Next, students will read an article explaining why the United States is one of the only countries that has not signed the Convention on the Rights of the Child and identify the arguments for and against ratification within the United States. How do the reasons given in the article compare to the list that we made at the beginning of class? After discussing as a class, students will write a letter to a government official, encouraging them to ratify or not ratify the CRC. Letters should include the student's understanding of the CRC and a summary of the arguments on both sides, as well as an evaluation of the strength of these arguments.

Human Rights Defenders - Students will consider the question, "Who has the power to defend human rights and why?" and discuss with their peers. Students will then read about Human Rights Defenders, considering their beliefs and how they can act. Students will then create a "Student Guide to Defending Human Rights" to advocate for ways that students can participate in the defense and advocacy of human rights.

The Media's Impact on Protecting Human Rights - Students will consider where they obtain news information and think about the words used to describe various global events. Students will then outline what they consider to be the media's role in sharing global events and advocating for social justice. Students will then analyze news headlines related to recent global events to consider bias of reporting and address the question, "To what extent do news outlets and the media help in protecting and advocating for human rights?"

Human Rights Research Project - Student groups will research an example of a political, economic, cultural, or environmental rights issue that was not covered in this unit. They will create a presentation summarizing the background of the issue, identifying current attempts at reform, and proposing alternative solutions on the individual, national, and international level. Students will consider actions they can take now as young people, ways the United States or country of study can take action, as well as how the United Nations could respond to resolve the issue and bring about social justice.

Current Events of Commitment to Social Justice and Human Rights - Each week, a current event will be studied in relation to the Unit of study. In this unit, students will analyze current events relating to Commitment to Social Justice and Human Rights. Students will address, "How are human rights currently being violated in regions of the world? To what extent do international organizations and nations address current violations effectively? How can individuals stand up for social justice and human rights?" Topics of study may be news on atrocities of war, government actions violating human rights, as well as other global events.

Assessment

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:

- Current events analysis assignments
- Vocabulary quizzes
- UDHR Stations worksheet
- Amazon land use exit ticket
- The Life of a Refugee Analysis
- Human Rights Defenders Reflection
- Case Studies on Human Rights Violations

Summative:

- Convention on the Rights of the Child letter
- Human Rights Research Project
- UN SDG Action Plan

Benchmark:

- Analytical Writing Responses:
    - To what extent are international organizations able to address human rights violations around the world?
    - To what extent has the United Nations been able to effectively address human rights in Syria?
    - To what extent do wealthy nations have a responsibility to invest in countries that suffer from extreme poverty to help raise living standards?
    - To what extent do news outlets and the media help in protecting and advocating for human rights?

Alternative assessments:

- Case Study: Students will research recent human rights violations and pick one to further research. Students will identify and explain the human rights violation they chose to study and how it has impacted those involved, identifying the perpetrators, victims, bystanders, and potential rescuers. Students will then identify and explain what current actions international organizations or individual nations have taken to address the issue, and create an action plan on how to further aid those in need and bring about social justice.

Materials

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:

What is the Declaration of Human Rights? (United Nations)

Defining Human Rights (Facing History)

What is Genocide? (Facing History)

TedED - What are universal human rights?

Illustrated Universal Declaration of Human Rights

Facing History - UDHR unit

Is Freedom in Trouble? (UpFront)

Conflict and Cooperation (iCivics)

Human Rights Case Studies (BBC)

What is the Syrian Civil War? What Are the Consequences? Who Are the Refugees? (The History Project)

Syria Political Rights (Freedom House)

Escape to America: Syrian Refugees (UpFront)

The Real Cost of Cheap Fashion (UpFront)

Can We End Extreme Poverty? (UpFront)

The Battle Over Land in the Brazilian Amazon (Pulitzer Center)

The Targeting of Uighur Muslims in China (Facing History)

Chinese Persecution of the Uyghurs (USHMM)

UN Sustainable Development Goals (OER Project)

170 Daily Actions to Change Our World (United Nations)

Dive into Data on SDG4 (World's Largest Lesson)

United Nations Convention on the Rights of Children (UNICEF)

There's Only One Country That Hasn't Ratified the Convention on Children's Rights: US (ACLU)

What Does it Mean to Be a Refugee? (Ted Ed)

I AM A REFUGEE: Global Refugees Share Their Stories (Global Citizen)

Protecting Refugee Children (UNHCR)

About Human Rights Defenders (OHCHR)

Sustainable Development Goals (United Nations)

Timeline of Summer Olympic Games that Went on Amid Global Conflict (CNN)

What's the Role of the Media in Protecting Human Rights? (Human Rights Careers)

Justice Delayed but not denied: Transitional Justice in El Salvador (OHCHR)

OHCHR: Transitional Justice and Human Rights (OHCHR)

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

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

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

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

- Highlighter for close reading and annotation strategies.
- Bolded terms in directions.
- Reading texts aloud for students to assist in comprehension and analysis.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.