

Unit #5: Human Rights

Content Area: **History**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LGBT and Disabled Mandate N.J.S.A. 18A:35-4.35	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
Holocaust Commission Mandate N.J.S.A. 18A:35-28	The mandate addresses issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12

Human Rights

Learning Objectives

- 1. Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 2. Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 3. Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
- 4. Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

Essential Skills

- Prejudice and discrimination produce immense effects in the psychological, social, political, and economic domains.
- 1. Evaluate the effects of discrimination on a society.
- 2. Analyze the effectiveness of prejudice reduction policies and mandating equality.
- 3. Compare and Contrast the Bill of Rights to the Universal Declaration of Human Rights. Assess the effectiveness of the United Nations on improving human rights around the world.
- 4. Interpret the causes of and responses to genocide in both the late 20th and early 21st centuries.
- Artists will be able to know the following:
 - Basic tenets of the American Bill of Rights serve to protect the natural rights of liberty and property. They also guarantee a number of personal freedoms, limit the government's power in judicial and other proceedings, and reserve some powers to the states and the public.
 - Effective responses to genocide are diplomacy and conflict resolution efforts, UN policing actions, and the provision of multilateral and bilateral humanitarian assistance by official and private agencies.
 - Genocides tend to occur in low and middle income countries with authoritarian regimes. They are more common during times of political upheaval and transition.
 - The Universal Declaration of Human Rights (UDHR) represents the first global expression of rights to which all human beings are inherently entitled.

Standards

SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.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.
SOC.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.
SOC.6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
SOC.6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Instructional Tasks/Activities

****Guided readings/ Outlining/ Notes (on the following outline):**

1. Bias and Discrimination
 - a. Definition
 - b. Implications

- c. Effects
- 2. Effectiveness of prejudice reduction policies
 - a. Educational
 - b. Political
- 3. Universal Declaration of Human Rights vs. Bill of Rights
 - a. Basic tenets
 - b. Structure
 - c. Benefits vs. Deficits
- 4. United Nations
 - a. Effective policies
 - b. Ineffective policies
- 5. Causes and Responses to Genocide
 - a. Well-known Genocides
 - i. Holocaust
 - ii. Rwanda
 - iii. Somalia
 - iv. Darfur
 - b. Commonalities & Differences
 - c. Responses

- 1. Complete multiple graphic organizers, including, but not limited to: KWL charts, Venn diagrams, page dumps, compare and contrast charts.
- 10. Give reasons for or against the Death Penalty
- 11. Complete a teacher-generated activity dealing with the jury selection process
- 12. Complete a teacher-generated activity that asks questions about Lesley Gosch
- 13. Read an article and answer teacher-generated questions about NJ banning the Death Penalty
- 14. Write a persuasive response regarding the Death Penalty
- 15. Complete a teacher-generated Final Exam
- 2. Define and identify key terms related to human rights: Holocaust, genocide, crimes against humanity, war crimes.
- 3. Define and identify the following key terms: bias, discrimination, etc.
- 4. Compare and contrast the Universal Declaration of Human Rights and the U.S. Bill of Rights.

- 5. Create a chart to identify the UN international conventions and treaties on human rights, include the dates, key points, who participates, and its overall effectiveness.
- 6. Research the policies set out by the UN over human rights.
- 7. Write a research paper on a selected genocide. For example, research and present case studies on genocide in such countries as Rwanda, Kosovo, Serbia, Somalia, Sudan etc.
- 8. Review teacher-generated notes on the history of the death penalty
- 9. Complete a teacher-generated activity on the history of the death penalty

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Notes quizzes
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher created test
- Teacher observation
- Teacher-generated Final Exam
- Test
- Vocabulary quiz on key terms
- Worksheet

Recommended Technology Activities

- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides

- Google Slides for presentation.
- Kahoot
- MagicSchool AI
- Other technology such as Turnitin.com and multimedia resources will be utilized throughout the unit as appropriate.
- Quiziz
- Readings from online textbook.
- Screencastify
- Teacher generated notes either typed or shown.
- Use of ChromeBooks for research and online textbook.

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)

- color code materials
- eliminate answers
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- “The Legacy of Black Hawk Down,” Kenneth Cain, NY Times, 10/3/03
- Confronting Genocide: Never Again?, The Choices Program, www.choices.edu
- Ghosts of Rwanda, PBS
- Google Docs

- Google Slides
- Issues in Our Changing World, The Center for Learning
- Killing Fields, video/DVD
- Magazines
- McGraw Hill "United States History" textbook
- News magazines, e.g., Upfront (The New York Times)
- Newspapers
- Opposing Viewpoints, online databases, The Gale Group
- Primary source documents from DBQ online
- Primary source documents from McGraw Hill "United States History" textbook
- Sometimes In April, HBO (Wallingford Public Library)
- The Internet
- The U.S. Role in a Changing World, The Choices Program, www.choices.edu
- www.worldaffairscouncilofpittsburgh.org