

Grade Level: 9-12

Topic: US History

Unit Goal(s): Students compare a human rights-related era or event in US history to a similar current issue and develop a response.

The students:

1. Select an era or event in history for study.
2. Read the related text/background information.
3. Start a reflection journal documenting perceived acts of justice or injustice done to various groups of people or individuals during this era or event.
4. Read the articles of the Universal Declaration of Human Rights (UDHR) and the Minnesota Human Rights Act (MHRA) and match them to the identified justices/injustices.

The students:

1. Conduct an in-depth study of the era or event and continue to identify human rights issues.
2. Summarize information from the in-depth study using a mind map or web.
3. Select significant injustices from the era and identify those that are named in the UDHR articles.
4. Form groups and create a “common” story of the era or event by comparing the mind maps or webs.
5. Tell the common stories to the class. Students should explain at least one human rights issue.
6. Select a similar current event to research and compare to the historical event or era using a Venn diagram.
7. Survey some community viewpoints of the current issue and compile them into a survey response matrix.

The students:

1. Design ways to demonstrate their learning in a school-wide and/or community event.

G. Communicate and demonstrate your human rights learning

How can we share what we learned within our schools, families, and communities?

A. Observe and identify the human rights issue
What is at the heart of this human rights issue?

B. Describe and share human rights stories

How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities, promotes and protects this human right?

The students:

1. Compare the UDHR, MHRA, and U.S. Bill of Rights.
2. Compare the survey response matrix to the Venn diagram of the UDHR, MHRA, and U.S. Bill of Rights and identify the significant justices/injustices.
3. Make predictions about the possible outcomes of the current issue based on the historical era or event.
4. Brainstorm possible actions to take that would help to change the current injustice or support the current act of justice and possible outcomes of those actions.

F. Reflect and draw conclusions on what you have learned about promoting and protecting human rights

What did we learn? Did our action have the intended impact?

Human Rights Process Model

D. Select a human rights response and take action

What is the best response or position?

C. Generate human rights responses and make predictions about their impact on the community

What could we do? What will happen if we do that?

The students:

1. Determine how the action and its outcomes can best be summarized.
2. Present a draft of the conclusion to another group for feedback.

E. Interview community members and collect information about the impact of your human rights action

What happened when we took action? Whose lives did we impact?

The students:

1. Select two actions and create a flow chart for each to share with another group for feedback.
2. Select the best action based on the feedback and develop an action plan.
3. Put the human rights response into action.

The students:

1. Determine what information to record, and how to record it, to document the actions and their outcomes.