

Study Guide Theme: Human Rights

Featured Photos: Local Produce, Refugee Camp, Favela, Water Well, Man Bathing



Local Produce:
Women vendors work behind their vegetable display at a marketplace in Chosica, Peru near Lima.



Refugee Camp:
Following the Iraq War, hundreds of thousands of Kurds fled into Turkey where they were held by the Turkish army in a massive makeshift refugee camp



Sao Paulo, Brazil: The Paraisópolis favela borders the affluent district of Morumbi.



Water Well:
Crowding Around a
communal well in
India,



Man bathing: A large percentage of the global population has limited access to clean water, and climate change is predicted to increase water scarcity. Here a man uses a broken water pipe in Noida slum, Uttar Pradesh, India, for bathing.

Overview: Access to clean water, food, hygiene, and shelter are basic human rights. Students will learn what human rights we have, how it is we have human rights, and how not all humans have equal access to basic human rights. Students will investigate and communicate ideas about factors that impact access to clean water, food, hygiene, and shelter. Finally, they will take action to advocate for more equitable access to basic human rights.

Grade level(s): 9-12

Subject(s): World Language Levels 3 (Spanish and ELLs)

Corresponding ACTFL National Foreign Language Standards:

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Corresponding Global Competency Skills:

- Investigate the world
- Recognize Perspectives
- Communicate Ideas
- Take Action

Essential Questions: What information related to basic human rights can be ascertained from looking at a picture? What factors affect our basic day-to-day human rights to clean water, food, hygiene, and shelter? What actions can we take to make access to water, food, hygiene, and shelter more equitable?

Specific Strategies and Activities by Grade Level:

Activity #1A (40 minutes): Building background knowledge— In order to prepare for the photo analysis, each student in the class will be assigned one of the 30 articles of the Universal Declaration of Human Rights, from the Document of the United Nations. There are several options, 1) allow each student to select an article; 2) print out the articles and cut them into strips and have each student randomly draw one; or 3) allow students to work in pairs or small groups working with as many articles as necessary to have each one represented at least once in the class. Once groupings are established, teacher will create a digital presentation document (e.g., google slides) where students/groups will post the Article (in Spanish or whatever world language is being taught [could be in English if working with ELLs]). On the slide, students will type their assigned Human right article, find at least one photo that helps explain their Article/Human Right*, highlight 2-3 key words in the article, and upload a vocaroo.com or other audio version, reading the actual article in the target language. Each student will read at least one. As a way to prepare for this activity or to differentiate, teacher may opt to use the Human Rights Graphic included in the teacher materials.

#1B (30 minutes, one minute per slide/article): For homework or in class, before engaging in the photo analysis, students will review the entire presentation, with the audio recording being read as the slide is shown. (**Use Human Rights Activity #1 from the companion documents. Also make a copy of the Human Rights Un Poster from the PDF and post it in the room for students to reference- also, available in the companion documents**).

#1C: 10 minutes (Assessment): After viewing and listening to the presentation, every student will complete a 3,2,1 activity related to the human rights articles. They will write, 3 facts they learned, 2 articles they would like to investigate further, 1 identify a human right that is hard to achieve universally, and posit one reason why. (Lista 3 hechos que aprendiste; 2 artículos que te gustaría investigar más a fondo; Un derecho humano que es difícil de lograr universalmente, y una de las razones por las cuales).

* Here is a UN publication with a line drawing for each article. My suggestion is to show this only after they have engaged with the activity with their groups.

* http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

Activity #2A (40- 60 minutes): Photo analysis: Student groups of about 4 students each will discuss how one of five Overbook photos selected for this task support or violate human rights article #25. They will discuss and answer the following questions to share with the whole class, 1) Where was the photo taken?, 2) What does the description say (translate to target language) and is there anything else that needs to be said to help the other students understand what they are seeing?, 3) What factors contribute to the situation in the photo?, 4) How does the photo support or violate Article 25, 5) What cultural practices, products, and perspectives contribute to the situation in the photo? 6) Would/does this scene appear in our own community? Why or why not? If a student thinks another Human Right article is being violated, other than Article 25, they may share out. (**Use Human Rights Activity #2 from the companion documents**).

#2B (15-20 minutes per group if you allow time for questions or comments): Each small groups will share out with the rest of the class the answers to the questions about their respective photos. Allow time for comments and questions. If questions aren't answered, group writes them down to be investigated later.

Activity #3 (20-30 minutes to read and answer questions in class. Alternatively, assign for homework and allow class time for discussing questions. Video is 3:40 minutes): Literacy Activity: Students will read a transcribed paragraph that corresponds to a video that they will watch after demonstrating comprehension of the written text. (**Use Human Rights Activity #3 from the companion documents**). Once students read the transcription, answer and discuss the questions, they will listen to the video.



<https://www.youtube.com/watch?v=tlta-EIE0Z4>

Activity #4 Take Action (60 minutes minimum): Students will make a one minute Public Service Announcement or a poster about one of the 30 Human Rights Articles that resonates with them, one that perhaps they could work with more as a service learning project. If they see something that they think violates a human right in their own community, they are encouraged to take pictures of a situation in their own community. (Teacher would need to discuss ethical factors in photography. Perhaps a journalism teacher could collaborate on this part). Students can work individually or in groups. If they work individually, they must have one peer give them feedback on their rough draft poster. (**Use Human Rights Activity #4 from the companion documents**).

Materials: The folder of materials made to accompany the study guide, access to the internet and Google slides (or some other way to collectively upload work), a printout of the UNs Human Rights articles so that they can be distributed to students/groups, materials for making posters for students who select that option. Large copies of the photos, supplies for making posters, access to computers, copies of activity sheets.

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Sharma, Parivartan. (2011, June 10). *Man Bathing* [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (p. 238-239). San Francisco, CA: The Foundation for Deep Ecology. *This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability.*

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Additional Resources:

Human Rights Watch. (7-31-2017). Spain: Migrants Held in Poor Conditions. Retrieved from <https://www.hrw.org/news/2017/07/31/spain-migrants-held-poor-conditions> on 2018-10-2

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