

Unit 1: Human Rights in a Modern World

Unit #:	APSDO-00025715	Duration:	3.0 Week(s)	Date(s):	
----------------	----------------	------------------	-------------	-----------------	--

Team:
 Jodi Kryzanski (Author), Stuart Abrams, Cari Andross, Juliana McCormick, Colin McDermott, Elizabeth Sanborn

Grades:
 10

Subjects:
 Social Studies

Unit Focus

In this unit, students will understand what human rights are and develop a foundation for recognizing, interpreting, and resolving human rights violations. It will explain the purpose for the creation of the Universal Declaration of Human Rights (UDHR) and other human rights documents. In lieu of a traditional test, students will be assessed by examining the life and contributions of a human rights defender and present their findings to the class to determine common characteristics. The primary instructional materials for this unit include the UDHR, the U.S. Bill of Rights and other relevant documents.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 10</i></p> <ul style="list-style-type: none"> Assess the extent to which the reasoning and evidence in a text support the authors claims. <i>CCSS.ELA-LITERACY.RH.9-10.8</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge. T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U801) When people`s basic needs are not met, they seek change. U2 (U802) Human rights involves the recognition of human dignity and the promotion of freedom, justice and peace for all humanity.</p>	<p>Q1 What makes the world modern? Q2</p>

a standard format for citation. *CCSS.ELA-LITERACY.WHST.9-10.8*

Connecticut Goals and Standards

Social Studies : 10

- Analyze historical, contemporary and emerging means of changing societies, promoting the common good, and protecting rights. *CIV.9-12.17*
- Analyze how people use and challenge local, state, national and international laws to address a variety of public issues. *CIV.9-12.15*
- Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights. *CIV.9-12.12*
- Assess options for individual and collective action to address local, regional and global problems by engaging in self-reflection, strategy identification and complex causal reasoning. *INQ.9-12.16*
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. *CIV.9-12.16*
- Evaluate the effectiveness of citizens and institutions in solving social and political problems. *CIV.9-12.8*
- Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. *INQ.9-12.15*

U3 (U800) It is through the actions of people that human rights are preserved or restored.

What rights should all humans have?

Q3

Why do human rights matter?

Q4

What are contributing factors to human rights violation?

Q5

What makes one become a defender/rescuer of human rights?

Q6 (Q052) Why do people seek change?

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

Human rights are inalienable, universal and equal

K2

The origins of modern human rights

K3

The purpose for and significance of the UDHR and other human rights documents

K4

How human rights are incorporated at the local, national and international levels

K5

The forms human rights can take, legally and morally

S1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

S2

Conduct short research task to answer a question or solve a problem

	<p>K6</p> <p>How human rights are relevant in everyday life</p> <p>K7</p> <p>The relationship between human rights and responsibilities</p> <p>K8</p> <p>Essential Concepts/Terms: human rights, inalienable, universal, modern, Universal Declaration of Human Rights, dehumanization</p>	
--	---	--