

## Lesson Plan Template

Teacher Candidate Name: L. Hosgood

Lesson Title/#: Human Rights Law in the Face of Mass Atrocity

Grade Level: 9-12

### Lesson Foundations

Content Standards			
Learning Objective(s)	<p>LO 1: Students will examine the rights that are classified as “human rights.”</p> <p>LO 2: Students will analyze the application of human rights and attempts to persecute those who violate human rights.</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>LO 1: Informal class discussions</p> <p>LO 2: Worksheet on European Court of Human Rights</p> <p>LO 3: Short presentation about current human rights violations</p>
Materials & Resources	<p>Universal Declaration of Human Rights  <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a>            “Taking the Human Rights Temperature of Your School” Interactive Questionnaire  <a href="http://hrusa.org/hrmaterials/temperature/interactive.php">http://hrusa.org/hrmaterials/temperature/interactive.php</a>            International Human Rights Law  <a href="http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx">http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx</a>            Film on the European Court of Human Rights  <a href="https://www.youtube.com/watch?v=EPWGdhgQlgk&amp;feature=youtu.be">https://www.youtube.com/watch?v=EPWGdhgQlgk&amp;feature=youtu.be</a>            “The ECHR in Facts &amp; Figures 2016”  <a href="http://www.echr.coe.int/Documents/Facts_Figures_2016_ENG.pdf">http://www.echr.coe.int/Documents/Facts_Figures_2016_ENG.pdf</a>            Human Rights Watch  <a href="https://www.hrw.org/">https://www.hrw.org/</a></p>		

### Instructional Procedures/Steps – Day 1

*Note when you are addressing a learning objective and when enacting an assessment.*

	Teacher will...	Student will...
	<p>Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.</p>	<p>What will students be doing?            What evidence of learning will students demonstrate?            Student-centered learning/opportunities for practice and application.</p>
<p>Opening 10 Minutes</p>	<p>Seat students in small groups and ask each group to create a list of responses to this question: What rights</p>	<p>Brainstorm a list of rights of Americans and share with the class</p>

	<p>should all Americans have?</p> <p>Make a class list of common rights on the board that were shared by most groups.</p> <p>Next ask each group to create a list of responses to this question: What rights should all humans have?</p> <p>Make a class list of common rights on the board that were shared by most groups.</p> <p>Ask students to analyze their two lists</p>	<p>Brainstorm a list of rights of humans and share with the class</p> <p>Analyze their lists – discuss and share what changed, what did not a possible reasons why (<i>Formative Assessment</i>)</p>				
<p>Instruction 30 Minutes</p>	<p>Ask students if they know about the Universal Declaration of Human Rights. Pass out a copy to each student. Ask students to brainstorm why there is a need to enshrine these rights, especially in 1948. <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a></p> <p>Ask students if we protect human rights at this school. Have students access the “Taking the Human Rights Temperature of Your School” Interactive Questionnaire <a href="http://hrusa.org/hrmaterials/temperature/interactive.php">http://hrusa.org/hrmaterials/temperature/interactive.php</a></p>	<p>Read and discuss the Universal Declaration of Human Rights</p> <p>Create a T-chart – Which articles did they already name as human rights in the first exercise? Which did they not name? (List at least 10 of the 30 articles total and include a brief description of each)</p> <table border="1" data-bbox="1184 959 2003 1263"> <thead> <tr> <th data-bbox="1184 959 1593 1110">Articles Previously Listed By Group – Include number and brief description</th> <th data-bbox="1593 959 2003 1110">Articles NOT Previously Listed By Group – Include number and brief description</th> </tr> </thead> <tbody> <tr> <td data-bbox="1184 1110 1593 1263"></td> <td data-bbox="1593 1110 2003 1263"></td> </tr> </tbody> </table> <p>Access the “Taking the Human Rights Temperature of Your School” Interactive Questionnaire <a href="http://hrusa.org/hrmaterials/temperature/interactive.php">http://hrusa.org/hrmaterials/temperature/interactive.php</a></p>	Articles Previously Listed By Group – Include number and brief description	Articles NOT Previously Listed By Group – Include number and brief description		
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	<p>Pass out a Post-It to each student.</p> <p>Collect Post-Its. Plot each score on a continuum to give students an idea of how each views the school climate anonymously.</p> <p>Ask students to reflect on these numbers</p>	<p>Have them privately write their score on the Post-It</p> <p>Analyze the continuum -- Are there outliers? Is there a “popular” number? Do we share similar experiences? Why or why not?</p>
<p>Closure 5 Minutes</p>	<p>Ask students to reflect on these questions: <i>How can we protect these human rights? What are we doing well as a society? Where can we improve?</i></p> <p><i>What happens if another country is violating these rights and the government does not or cannot stop these violations?</i></p> <p>Collect exit slips as students leave the classroom</p>	<p>Fill out exit slip and include a short, thoughtful answer for each question</p>

## Instructional Procedures/Steps – Day 2

*Note when you are addressing a learning objective and when enacting an assessment.*

	Teacher will...	Student will...
<p>Opening 5 Minutes</p>	<p>Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.</p> <p>Write these questions on the board/Power Point: <i>How can we protect these human rights? What are we doing well as a society? Where can we improve?</i></p> <p><i>What happens if another country is violating these rights and the government does not or cannot stop these violations?</i></p>	<p>What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.</p> <p>Express their opinions to each question in class discussion</p>

<p>Instruction 38 Minutes</p>	<p>Explain the basis for International Human Rights Law <a href="http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx">http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx</a></p> <p>Introduce an overview of the European Court of Human Rights: <a href="https://www.youtube.com/watch?v=EPWGDhgOlGk&amp;feature=youtu.be">https://www.youtube.com/watch?v=EPWGDhgOlGk&amp;feature=youtu.be</a></p> <p>Pass out “The ECHR in Facts &amp; Figures 2016” <a href="http://www.echr.coe.int/Documents/Facts_Figures_2016_ENG.pdf">http://www.echr.coe.int/Documents/Facts_Figures_2016_ENG.pdf</a></p> <p>Circulate around the room and answer questions about the packet</p>	<p>During video, write down the following: <i>What is the purpose of the European Court of Human Rights?</i></p> <p><i>What are three things that interested or surprised you about the European Court of Human Rights?</i></p> <p>Share your responses with small groups and the class</p> <p>Read the packet and answer the following questions: <i>How many applications were pending by the end of 2016?</i></p> <p><i>Almost half of the applications were lodged against which three states?</i></p> <p><i>In 2016, almost half of judgements concerned which 4 of the 47 member states?</i></p> <p><i>Over half of all judgements delivered by the court concerned which three Articles? Write the title of these articles.</i></p> <p><i>After reviewing the “Throughput of applications in 2016,” what are three things that surprised or interested you?</i></p>
<p>Closure 2 Minutes</p>	<p>Collect student responses and answer questions</p>	<p>Ask questions and turn in responses</p>

### Instructional Procedures/Steps – Day 3

*Note when you are addressing a learning objective and when enacting an assessment.*

	<p>Teacher will... Instructional procedure, questions you will ask, checks for</p>	<p>Student will... What will students be doing?</p>
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	understanding, transitions, and evidence of teaching practices for citizenship education.	What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.
Opening 5 Minutes	Display questions on the board: <i>Where have human rights violations occurred in the past?</i>  <i>Where are human rights violations occurring now?</i>	Think about questions and engage in discussion
Instruction 35 Minutes	Encourage students to choose a country from the following list and read about human rights violations: <ul style="list-style-type: none"> <li>• North Korea</li> <li>• Somalia</li> <li>• Columbia</li> </ul> Circulate around the classroom and answer questions	Access Human Rights Watch: <a href="https://www.hrw.org/">https://www.hrw.org/</a>  Spend the class period searching the website for these three countries with human rights violations.  Decided on what country you would like to focus on
Closure 5 Minutes	Have a “draft” of student names to select a country of interest to them to study tomorrow. Try to divide students/groups evenly.	Prepare to select a country

### Instructional Procedures/Steps – Day 4

*Note when you are addressing a learning objective and when enacting an assessment.*

	Teacher will...	Student will...
	Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.	What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.
Opening 2 Minutes	Have students log on to Human Rights Watch and remind them of their assigned country Pass out project expectations to each individual/group	Access Human Rights Watch
Instruction 35 Minutes	Circulate around the classroom and answer questions	Create a short PowerPoint Presentation that includes the following:

		<ul style="list-style-type: none"> <li>• <b>The name of your country</b></li> <li>• <b>Maps of your country</b> – one that includes a global perspective, one regional map, and a country map</li> <li>• An overview of the conflict: <ul style="list-style-type: none"> <li><b>Who is involved?</b></li> <li><b>What is happening?</b></li> <li><b>Where is it happening?</b></li> <li><b>When did it start?</b></li> <li><b>Why is it happening?</b> (This should be most of the research – what “problem” do the perpetrators hope to “solve?”)</li> </ul> </li> <li>• <b>What specific human rights are being violated?</b></li> <li>• <b>Brainstorm possible solutions</b> – United Nations, United States, ECHR, ICC, Transitional Justice, etc.</li> </ul>
Closure 5 Minutes	Perform a quick check of PowerPoint slides to see if groups have the information	Show teacher your presentation

### Instructional Procedures/Steps – Day 5

*Note when you are addressing a learning objective and when enacting an assessment.*

	Teacher will...	Student will...
	Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.	What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.
Opening 5 Minutes	Have students bring up their PowerPoint Presentation  Set a timer for 8 minutes – have each group practice their presentation before sharing	Bring up PowerPoint Presentation  Practice presentation –try to cover information in 5 minutes
Instruction 30 Minutes	Create a jigsaw – have one student/group from each country in a group of 3  Keep a timer of 8 minutes to ensure all students have	Share your presentation  Be an active listener. Be prepared to share information about other groups’ countries

	the chance to present	.
Closure 10 Minutes	Call on students to share important and interesting information from their classmates	Share important and interesting information about the other presentations in your group