

## Human Rights & Refugees

Teacher Candidate Name: E. McQuiston

Lesson Title/#: Refugee Population

Grade Level: Grade 6

### Lesson Foundations

Content Standards	<p>*Using English to teach some culture and human rights in depth in collaboration with History &amp; Religion teacher</p> <p><b>K-12 Modern World History</b> Topic: Globalization (1991-Present) Content Statement #24: Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing</p> <p><b>K-12 World Language Standards</b> Using Spanish to teach the Rights of Children and the Story of Elián González <i>Communication &amp; Culture</i> Practices, Products, Perspectives Through the target language, students examine the relationship among the products, practices and perspectives of the target culture. Students enhance their understanding by making cultural comparisons and developing cultural insights. <i>Interpretive Communication: Reading, Listening/Viewing</i> Competency #1 – Derive meaning from messages and texts using listening, reading and viewing strategies</p>		
Learning Objective(s)	<p>Broad: Demonstrate Knowledge and understanding of Human Rights Demonstrate understanding on Refugees and the Refugee population in Cleveland</p>	Assessment(s)	<ol style="list-style-type: none"> <li>1) Students answer questions about refugees &amp; Cuba</li> <li>2) Students will present information learned during this unit to their classmates (in English)</li> <li>3) <i>Spanish</i> - Vocabulary quiz – Story of Elián González</li> <li>4) Students will interview refugees (and possibly a school visitor who will speak about refugees) and ask practiced questions</li> </ol>

Materials & Resources	<p>For Spanish:  Cuba – introductory materials in Spanish from Barb Cartford  Elián Gonzalez story and vocabulary – attached in a pdf  Video: The Rights of Children - <i>Los Derechos del niño</i> –  <a href="https://www.guiainfantil.com/blog/educacion/derechos-del-nino/derechos-de-los-ninos-se-respetan-todos/">\https://www.guiainfantil.com/blog/educacion/derechos-del-nino/derechos-de-los-ninos-se-respetan-todos/</a>  The Rights of Children/Los Derechos de los niños - <a href="https://www.youtube.com/watch?v=8VU4EsM76Xs">https://www.youtube.com/watch?v=8VU4EsM76Xs</a></p> <p>For History and Religion:  Possible resource: PowerPoint: United Nations – Powerpoint in English  Other resources to be added by History and Religion teacher</p>
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### Instructional Procedures/Steps

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

	Teacher will...	Student will...
<p>Opening  <u>20</u> Minutes</p>	<p>Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.</p> <p>Post-it note activity:  Students will write the answers to the following questions on post-its (or paper):  Day 1:  a.) What makes you human?  b.) What do you need to make you flourish?  c.) What about being human can be considered a right?  Day 2:  d.) What is a refugee?  e.) Why do you think someone would want to leave their home?</p> <p>*Teaching information on human rights and refugees in collaboration with the Lower School World History and Religion teachers, connected to our school Holy</p>	<p>What will students be doing?  What evidence of learning will students demonstrate?  Student-centered learning/opportunities for practice and application.</p> <p>Students will write out their answers on paper/post-its.  When answering questions students will begin thinking about what humans need, and what some humans are deprived of.</p>

	<p>Cross mission. Any education in faith has to also educate the heart. Charisms addressed: <b>Inclusiveness</b> – promoting diversity, respect, understanding and appreciation <b>Option for the Poor</b>- Showing care to those who need it the most</p>	
<p>Instruction ____20____ Minutes</p>	<p>Students will do an internet search on the United Nations and complete a KWL chart. Watch Derechos de los niños: Derechos: La protección - protection La igualdad - equality Derecho a un nombre y una nacionalidad – name and nationality Derecho a tener una familia - family Derecho a tener una casa y un hogar – home, place to stay Derecho al cuidado especial – special needs Derecho a la salud – access to healthcare Derecho a la educación - education Derecho a la alimentación – healthy food Derecho a no trabajar – right not to work Derecho a jugar – right to play Other option: Los Derechos de los Niños <a href="https://www.youtube.com/watch?v=8VU4EsM76Xs">https://www.youtube.com/watch?v=8VU4EsM76Xs</a></p>	<p>Extension in Spanish: For Spanish class the students will read the story of Elián González (story and vocabulary are attached). This unit in Spanish will take several classes.</p> <p>I will pre-teach the vocabulary and then the class will read the story together.</p> <p>Follow-up Questions (in English):</p> <ol style="list-style-type: none"> <li>1.) Was Elian a refugee? Why or why not?</li> <li>2.) Why did Elian left his home country Cuba? Did he have a choice?</li> <li>3.) What happened when he was traveling?</li> <li>4.) What ultimately happened?</li> </ol>
<p>Closure 1-2 Hours – field trip</p>	<p>Action – in community Students will visit a local farm and will have the opportunity to ask refugees questions and see what they do. <a href="https://www.refugeeresponse.org/">https://www.refugeeresponse.org/</a> - in Ohio City of Cleveland, OH</p>	<p>Students will present what they learned about refugees to their Lower School classmates in grades 4-5.</p> <p>Additionally, we are developing a plan for students to possibly participate in REAP – Refugee Employment through Agriculture Program</p> <ul style="list-style-type: none"> <li>• Possibly visit and assist with this program for a day/afternoon? Ideas still developing</li> </ul>

Planned Supports	Vocabulary list (for Elián González story)
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