

S. George - TESOL and Literacy - Holt Crossing Intermediate School, Grove City, OH

Study of Human Rights issues in sixth grade Literacy/Social Studies

Resources for teachers to use during guided reading or full class or read-aloud of Holt Crossing's staff book room copies of the following books

Home of the Brave by Katherine Applegate

The Red Pencil by Andrea Davis Pinkney

I Am Malala by Malala Yousafzai

A Long Walk to Water by Linda Sue Park

Literacy teachers may choose from the activities below, or they may direct students in Guided Reading sessions or Book Club sessions to use the listed resources.

Pre-assessing student knowledge

Students can take this short online quiz from PBS Independent Lens to test their knowledge about immigration.

<http://www.pbs.org/independentlens/blog/immigration-quiz-2/>

Building Background

Read the section in the sixth grade Social Studies textbook about ***push factors and pull factors*** under Core Concept 6.3, Migration.

Resource - Pearson's My World Geography: Eastern Hemisphere by Gregory H. Chu, Susan Hardwick, and Don Holtgrieve (Ohio Edition, 2011) pages 78-79

Key Terms: migration, emigrate, immigrate, push factor, pull factor

Read this article on the United Nations website (July 2017) to see which push and pull factors are mentioned by the migrating children.

<http://www.un.org/apps/news/story.asp?NewsID=57248#.WZl5ohgrLrc>

Read the section in the sixth grade Social Studies textbook (citation above) about ***Conflict in Southern and Eastern Africa Today*** on pages 342-345. Depending on the novel/memoir chosen above, discuss either...

Conflicts in Sudan page 342

Darfur Refugee Crisis page 342
Genocide in Rwanda page 343
Piracy in Somalia page 344

Additional Resources for lessons about refugees and human rights

2115 Lesson Plans from United Nations about refugees and human rights
<http://www.unhcr.org/en-us/search?query=Lesson%20Plans>

Immigrant/Refugee Awareness Instructional Materials

<http://www.brycs.org/clearinghouse/Highlighted-Resources-Immigrant-Refugee-Awareness-Instructional-Materials.cfm>

United Nations Declaration of Human Rights (full and simplified versions)

Full text of the United Nations Declaration of Human Rights

<http://www.humanrights.com/what-are-human-rights/universal-declaration-of-human-rights/preamble.html>

Simplified version of the United Nations Declaration of Human Rights

<http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>

Post reading discussion

Two poems for discussion and debate about the United States' philosophical approach to accepting immigrants and refugees in the book room literary options and in the Social Studies text.

The New Colossus--full text

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command*

*The air-bridged harbor that twin cities frame.
 "Keep ancient lands, your storied pomp!" cries she
 With silent lips. "Give me your tired, your poor,
 Your huddled masses yearning to breathe free,
 The wretched refuse of your teeming shore.
 Send these, the homeless, tempest-tost to me,
 I lift my lamp beside the golden door!*

Emma Lazarus

You, Whoever You Are

by Walt Whitman in "Salut au Monde" in Leaves of Grass

You, whoever you are!...
 All you continentals of Asia, Africa, Europe,
 Australia, indifferent of place!
 All you on the numberless islands of the
 archipelagos of the sea!
 All you of centuries hence when you listen to
 me!
 All you each and everywhere whom I specify
 not, but include just the same!
 Health to you! Good will to you all, from me
 and America sent!
 Each of us is inevitable,
 Each of us is limitless--each of us with his or
 her right upon the earth,
 Each of us allow'd the eternal purports of the earth,
 Each of us here as divinely as any is here.

<p>Bookmark Name _____ Universal Declaration of Human Rights Preamble</p> <p>Whereas recognition of the inherent dignity and of the equal and inalienable</p>	<p>Bookmark Name _____ Universal Declaration of Human Rights Preamble</p> <p>Whereas recognition of the inherent dignity and of the equal and inalienable</p>
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rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote

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