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Thematic Unit: Understanding Human Rights through Literature

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Unit Rationale

Understanding Human Rights through Literature

Our unit, *Understanding Human Rights through Literature*, will use examples of literature to define Human Rights, to examine these rights in our global community, and to foster awareness of responsible actions. We will use the study of Human Rights as a vehicle to explore several genres of literature while making the concept of personal rights relevant to their experience. This topic selection offers a variety of classic and historical novels, essays, and short stories that are vital to the formal education of young minds. A primary function of educators is to enlighten and enrich young minds by developing within them an ethos based upon understanding the principals of basic Human Rights, and the application of such understanding – promoting a sympathetic and informed world-view.

Participation in this unit will offer students an opportunity to learn and personalize the working definition of Human Rights as defined by the United Nations *Universal Declaration of Human Rights*. Students may use this enlightened perspective to approach life's conflicts. Literature can cultivate a better understanding of Human Rights through critical evaluation of characters, analysis of scenarios, and examination of diverse historical voices. Students will not only gain pragmatic skills for critical reading, but will also begin to understand their responsibility in creating change while realizing they are accountable for their actions. Acting responsibly under the scope of Human Rights has applications that can range from the most challenging political problems and situations, peer relationships, student government, and places of employment. Class discussions will thoroughly evaluate situations by weighing the consequences of action and inaction.

According to educational theorist Kohlberg, students are beginning to move from evaluating the world through a concern for others' opinion to a concern for ethical principles that meet societies needs. This is a dramatic shift in development and it is important to give students the information and critical thinking tools to make such transitions easier (Eggen & Kauchak, 96). This unit occurs in an appropriate age, as Piaget notes it is in late adolescence that a " child develops a rational idea of fairness and sees justice as a reciprocal process of treating others as they would want to be treated" (Eggen & Kauchak. P 92

In building this unit, we are working from the belief that Human Rights lay at the very foundation of human existence before all the divisions of culture and society segregate us. It is important that students understand the base of the unit in order to recognize the world is broader than their own community. Through the works of Dr. Martin Luther King Jr., *The Diary of a Young Girl (Anne Frank)*, and other challenging literary selections, students will encounter several genres of literature and will experience a diverse range of world perspectives. We will use examples from the Civil Rights movement to demonstrate how Human Rights have evolved in our own culture. In doing this, we will look at several sources such as MLK, Jr.'s "Letter From a Birmingham Jail", and vignettes from a book entitled *My Folks Don't Want Me to Talk about Slavery*. These selections will offer students an opportunity to identify with the rights that are most relevant to their lives and communities. From there, we will move into a more global perspective through the work of Anne Frank to examine the need for an accepted universal accord for Human Rights.

Whether it is a governmental party, an organized hate group, or a school bully, students will engage in conflicts; it is in such experiences where an understanding of the principles of Human Rights will encourage attitudes of tolerance and nonviolent resolutions. A poetry study will focus on the historical writings of the Native American experience. In analyzing the The Chocolate War by Robert Cormier, students will experience a story where the issue of Human Rights is investigated in terms that are most relevant to their lives, such as situations of peer pressure. This novel is the focus of the unit because of its capacity to foster questions and discussions that will help students grasp an understanding of their civil liberties as they apply these rights to their current situations.

This unit seeks to define an ethical code of social consciousness not to be confused with any religious inference. One may argue that a unit on Human Rights is nothing more than moral education. In today's media, morality has taken on religious connotations, which is not inferred in this unit. Instead, this unit seeks to define an ethical code of social consciousness grounded in the philosophies of individual freedoms upon which this country was founded. The spirit of the unit is not to advocate political stances but to cultivate responsible citizens' capable of a critical examination of their individual rights and the rights of others. The democratic ideologies of justice and fairness return to Piaget's theory of moral development. Developmentally, students are beginning to understand the reciprocal effects of their actions. The thematic study of Human Rights through literature helps students functionally understand their rights while teaching them non-violent resolutions to conflicts in their own world.

In understanding that different systems of beliefs exist, this unit promotes tolerance despite differences in belief systems. In a time where school violence litters the newspaper headlines, the opportunity to teach tolerance and mutual respect must be seized by educators. Students have a set of inalienable rights that they must understand and protect for themselves, but they must be aware that these ideals should not impede the rights of others. It is imperative that students have the opportunity to explore and shape these rights for themselves. Only then will they develop a working knowledge of Human Rights in the context of their lives. This understanding of personal rights must be tapped, defined, and applied in order to help it foster and become reliable in life's journey.

Materials:

The Chocolate War, Robert Cormier

Diary of a Young Girl, Anne Frank

Letter from Birmingham Jail, MLK, Jr.

I have not seen a Butterfly around here, poetry of Holocaust children

My Folks Don't Want Me to Talk about Slavery, vignettes

Anthology of Native American Poetry

References:

1) Eggen, P., & Kauchak, D. (1994) Educational Psychology Windows on the Classroom (3rd Edition). New Jersey; Prentice Hall.

2) "Letter from a Birmingham Jail" by Martin Luther King Jr.

Amnesty International Link – "This Event in Black History"

http://www.ai.mit.edu/~isbell/Hfh/black/events_and_people1008.letter_from_jail

3) Universal Declaration of Human Rights

Amnesty International Link

<http://www.amnesty.org/web/aboutai.nsf/5451236ceac8ca36802567750034ca9a/b5bffd26c5cc90568025677f004edc9a?OpenDocument>

Unit Goals:

Unit Goal One:

To create a portfolio reflecting the students work and thought processes as they investigate Human Rights through literature. The portfolio will be a culmination piece containing personal selections from journals and some required entries.

The portfolio should include:

1. Journal entries

This journal will serve twice in the unit, once in unit goal four and again as an entry in the portfolio.

- a. The entries may include questions posed concerning the text, which may be used as a point of discussion in class.
- b. The students will relate their personal experiences in reflective free writing on poetry and other related readings.
- c. Students will share their reactions to texts in journal entries.

2. Persuasive Paper

This paper will serve twice in the unit, once in unit goal two and again as an entry in the portfolio.

- a. Students will be held accountable for grammar usage, punctuation and spelling skills.
- b. The writing will be required to be persuasive in form.
- c. Papers should be roughly 3-5 double-spaced pages with a 1-inch margin and 12-point type.

3. Current Event Activity

- a. Student will gain the experience of using multiple media sources to investigate current global Human Rights issues.
- b. Students need to cite their article using MLA documentation by source, date, time and location with a hard copy included. Sources should be approved before selection.
- c. Students will be expected to select a relevant article using United Nations' definition of Human Rights.
- d. Students will be expected to respond to the issues presented in the article.
 1. Response should show the student's interest and engagement with the article.
2. Response should reflect the student's developing beliefs.
 - e. Students will provide a summary of the article in presentation form using note-cards or an outline.
 1. Summary should include important points in the article.
 2. Summary should include questions posed challenging or supporting the action taken in the article.
 3. Summary should include questions to give as think pieces to the class.
 4. Using the summary, students will present a 2-3 minute presentation of the article and questions to the class.

4. Summary Paragraphs

- a. Each entry must have an accompanying summary.
- b. Each paragraph must be no more than 300 words in length.
- c. The student must be sure to include in this paragraph:
 1. What the author liked or disliked about the piece.
 2. How this entry helped the author to understand Human Rights.

5. Synthesis Writing Piece

- a. The synthesis should be at least three pages long, double-spaced, with a twelve-point font.
- b. The synthesis should demonstrate an understanding of the Human Rights issues dealt with during this unit.
- c. It should also be evidence of the student's developing beliefs and opinions concerning Human Rights issues.
 - d. This paper will be evaluated using accepted standards of grammar, punctuation, and spelling.

Unit Goal Two:

The students will be asked to peruse newspapers, magazines and Internet sources to find one relevant article that discusses current events that deal with Human Rights issues. Students will then respond to their article on a personal level discussing their beliefs and opinions as they relate to the article. In addition, students will be asked to prepare a summary of the article to be presented to the class. Students will present their articles to the class over the second half of the unit.

Current Event Activity:

- a. Student will gain the experience of using multiple media sources to investigate current global Human Rights issues.
- b. Students need to cite their article using MLA documentation by source, date, time and location with a hard copy included. Sources should be approved prior to selection.
- c. Students will be expected to select a relevant article using the United Nation's definition of Human Rights.
- d. Students will be expected to respond to the issues presented in the article.
 1. Response should show the student's interest and engagement with the article.
2. Response should reflect the student's developing beliefs.
 - e. Students will provide a summary of the article in presentation form using note-cards or an outline.
1. Summary should include important points in the article.
 2. Summary should include questions posed challenging or supporting the action taken in the article.
3. Summary should include questions to give as think pieces to the class.
 4. Using the summary, students will present a 2-3 minute presentation of the article and questions to the class.

Unit Goal Three:

To write a persuasive paper using character situations and scenarios from The Chocolate War. Through group activities, students will develop a mock trial situation where Human Right issues will be debated. Students will be assigned one of two characters (Brother Leon or Archie) to put on trial for Human Rights Violations. Students will also be assigned a position to take, either prosecuting or defense. Students will present their closing arguments in a persuasive paper to the jury.

1. Mock Trial

- a. Students will be required to develop supporting evidence of their case through critical reading of the novel.
- b. Public Speaking skills will be sharpened in mock trial practices and presentations.
- c. Students will be responsible for productively working as part of a group. (See Appendix B for group requirements)

1. Persuasive Paper:

- a. Students will be held accountable for grammar, punctuation and spelling skills.
- b. The writing will be required to be persuasive in form.
- c. Papers should be roughly 3-5 double-spaced with 1-inch margins and 12-point type.

Unit Goal Four:

Students will be required to keep writing journals when issues of Human Rights are raised in their reading or class discussions. Journal entries will be assessed with the portfolio.

1. Journal entries:

- a. The entries may include questions posed concerning the text, which may be used as a point of discussion in class.
- b. The students will relate their personal experiences in reflective free writing on poetry and other related readings.
- c. Students will share their reactions to texts in journal entries.

Unit Goal One: Portfolio Rubric

A Portfolio receiving 200-160 points ("A"):

- Has cover sheet with name, date and objective.
- Includes a table of contents.
- Is divided into clear sections for each required piece of work.
- Is bound in a three-ring notebook.
- Shows that effort and thought went into the presentation.
- Includes a minimum of five personally selected journal entries.
- Includes current events article and response.
- Includes persuasive paper and any drafts where revisions were made.
- Includes a summary paragraph of no more 300 words for each entry stating what the author liked or disliked about the piece and how the piece helped the author to understand Human Rights issues.
- Includes a typed synthesis writing piece of no fewer than three pages, double-spaced, using a twelve point font. This synthesis piece should demonstrate an understanding of the Human Rights issues addressed during this unit. It should also be evidence of the student's developing beliefs and opinions concerning Human Rights issues.
- Will adhere to accepted standards of grammar, usage, mechanics, punctuation and spelling.

A Portfolio receiving 160-120 points ("B"):

- Has cover sheet with name, date and objective.
- Includes a table of contents.
- Is divided into clear sections for each required piece of work.
- Is bound in a three-ring notebook.
- Shows that effort and thought went into the presentation.
- Includes a minimum of five personally selected journal entries.
- Includes current events article and response.
- Includes persuasive paper and any drafts where revisions were made.
- Includes less than a summary paragraph for each entry without clearly stating why the piece was chosen, what the author liked or disliked about the piece and how the piece helped the author to understand Human Rights issues.
- Includes a typed synthesis writing piece of less than three pages double-spaced using a twelve point font. This synthesis does not clearly demonstrate an understanding of the Human Rights issues dealt with during this unit.
- Does not show evidence of the student's developing beliefs and opinions concerning Human Rights issues.

A Portfolio receiving 120-80 points ("C"):

- Has cover sheet with name, date and objective.
- Includes a table of contents.
- Is divided into clear sections for each required piece of work.
- Is bound in a three-ring notebook.
- Shows that effort and thought went into the presentation.
- Includes less than a minimum of five personally selected journal entries.
- Includes current events article and response.
- Includes persuasive paper and any drafts where revisions were made.

- Includes less than a summary paragraph for each entry without clearly stating why the piece was chosen, what the author liked or disliked about the piece, and how the piece helped the author to understand Human Rights issues.

- Includes a typed synthesis writing piece of less than three pages double-spaced using a twelve point font. This synthesis does not clearly demonstrate an understanding of the Human Rights issues dealt with during this unit.

- Does not show evidence of the student's developing beliefs and opinions concerning Human Rights issues.

A Portfolio receiving 80-40 points ("D"):

- Has cover sheet with name, date and objective

- Includes a table of contents

- Is divided into clear sections for each required piece of work

- Is bound in a three-ring notebook

- Shows little effort and thought went into the presentation

- Does not include all journal entries, the current events article and response, the narrative creative writing piece, or persuasive writing piece

- Includes less than a summary paragraph for each entry included without clearly stating why the piece was chosen, what the author liked or disliked about the piece, and how the piece helped the author to understand Human Rights issues.

- Includes a typed synthesis writing piece of less than three pages double-spaced using a twelve point font. This synthesis does not demonstrate an understanding of the Human Rights issues dealt with during this unit.

- Does not show evidence of the student's developing beliefs and opinions concerning Human Rights issues.

A Portfolio receiving 40 and fewer points ("F"):

Does not include one or all of the following:

- Has cover sheet with name, date and objective

- Includes a table of contents

- Is divided into clear sections for each required piece of work

- Is bound in a three-ring notebook

- Shows that effort and thought went into the presentation

- Does not include all journal entries, the current events article and response, or the persuasive writing piece

- Includes a summary paragraph for each entry stating why the piece was chosen, what the author liked or disliked about the piece and how the piece helped the author to understand Human Rights issues.

- Includes a typed synthesis writing piece of no less than three pages double-spaced using a twelve point font. This synthesis piece should demonstrate an understanding of the Human Rights issues dealt with during this unit.

- Evidence of the student's developing beliefs and opinions concerning Human Rights issues

Portfolios not turned in will receive a zero.

Unit Goal Two: Current Events Activity Rubric

A Current Events Activity Receiving 40-32 points ("A"):

- Article will be collected from an approved source; newspaper, magazine, or Internet source.

- Article will be cited properly using MLA documentation.

- Hard copy of article will be submitted.

- Response will be relevant to the issues presented in the article.
- Response will reflect student's engagement with the article and student's developing opinions or beliefs on Human Rights issues.
- Hard copy of presentation summary will be submitted in outline or note card form.
- Presentation will be informative and accurately reflect the key points of the article.
- Presentation will include questions posed challenging or supporting the stance of the article.
- Presentation will include questions to give as think pieces to the class.

A Current Events Activity Receiving 32-24 points ("B"):

- Article will be collected from an approved source; newspaper, magazine, or Internet source.
- Article will be cited properly using MLA documentation.
- Hard copy of article will be submitted.
- Response may not be completely focused on the issues presented in the article, but the student shows an understanding.
- Response may not reflect an engagement with the article but will be evidence of the student's developing opinions or beliefs on Human Rights issues.
- Hard copy of presentation summary will be submitted in outline or note card form.
- Presentation will be informative and reflect the key points of the article.
- Presentation will include questions posed challenging or supporting the stance of the article.
- Questions posed as think pieces to the class may not be well developed.

A Current Events Activity Receiving 24-16 points ("C"):

- Article will be collected from an approved source; newspaper, magazine, or Internet source.
- Article will not be cited properly using MLA documentation.
- Hard copy of article will be submitted.
- Response may not be completely focused on the issues presented in the article and the student's understanding is somewhat cloudy.
- Response may not reflect an engagement with the article and it will not be clear what is developing within the student in terms of opinions or beliefs on Human Rights issues.
- Hard copy of presentation summary will be submitted in outline or note card form.
- Presentation will be somewhat informative some of the article's key points missing.
- Presentation will include questions posed challenging or supporting the stance of the article.
- Questions posed as think pieces to the class may not be well developed.

A Current Events Activity Receiving 16-8 points ("D"):

- Article will be collected from an unapproved source; newspaper, magazine, or Internet source.
- Article will not be cited properly using MLA documentation.
- Hard copy of article will be submitted.

- Response will not be completely focused on the issues presented in the article and the student's understanding is off target.
- Response will not reflect an engagement with the article and it will not be clear what is developing within the student in terms of opinions or beliefs on Human Rights issues.
- Hard copy of presentation summary will be submitted in outline or note card form.
- Presentation will not be informative and missing all of the key points of the article.
- Questions posed challenging or supporting the stance of the article will not be submitted or will be irrelevant.
- Questions posed as think pieces to the class will not be submitted or will be irrelevant.

A Current Events Activity Receiving 8-0 points ("F"):

- Article will be collected from an unapproved source; newspaper, magazine, or Internet source.
- Article will not be cited properly using MLA documentation.
- Hard copy of article may not be submitted.
- Response will not be focused on the issues presented in the article and the student will not show an understanding of the presented issues.
- Response will not reflect an engagement with the article and will show no developing opinions or beliefs on Human Rights issues.
- Hard copy of presentation summary may not be submitted in outline or note card form.
- Presentation will not be informative and missing all of the key points of the article.
- Questions posed challenging or supporting the stance of the article will not be submitted or will be irrelevant.
- Questions posed as think pieces to the class will not be submitted or will be irrelevant.

Unit Goal Three: Mock Trial Rubric

A Mock Trial receiving 40-31 points will demonstrate:

- Evidence that each member of the group took an active role in gathering and presenting evidence for the trial
- That each group member had a specified and rehearsed role i.e. (lawyer or witnesses) in the trial.
- Evidence of preparedness and familiarity with the material by all of the students
- That students upheld standards of good public speaking skills such as, speaking clearly and making eye contact with listeners.
- Evidence that students clearly defined the Human Rights issue they are addressing.
- Evidence that students presented their issue in the form of a defense or prosecution of a character's actions.
- That students found adequate amounts of evidence from the text to support the alleged violations of Human Rights.
- That the evidence was closely related to the topic.
- That witnesses gave accurate and reliable information that honored the text

A Mock Trial receiving 30-21 points will demonstrate:

- Evidence that only some member s of the group took an active role in gathering and presenting evidence for the trial

- Evidence that each group member had a specified and rehearsed role i.e. (lawyer or witnesses) in the trial.
 - Evidence of preparedness and familiarity with the material by most students
 - Evidence that students upheld most of the standards of good public speaking skills such as, speaking clearly and making eye contact with listeners.
 - Evidence where students defined the Human Rights issue they are addressing.
 - That students presented their issue in the form of a defense or prosecution of a character's actions.
 - That students found some evidence from the text to support the alleged violations of Human Rights.
 - That the evidence is related to the topic.
- That the witnesses gave information that found in the text.

A Mock Trial receiving 20-11 points will demonstrate:

- Evidence that few members of the group took an active role in gathering and presenting evidence for the trial
- That the role of the students in the trial was unclear or unrehearsed.
- A lack of evidence of preparedness and familiarity with the material
 - That students upheld few standards of good public speaking skills such as, speaking clearly and making eye contact with listeners.
 - That students did not clearly define or did not define the Human Rights issue they are addressing.
 - That students did not present their issue in the form of a defense or prosecution of a character's actions.
 - That students found little evidence from the text to support the alleged violations of Human Rights.
 - That their evidence was not clearly related to the topic.
 - That witnesses gave little or no accurate or reliable information that honored the text.

A Mock Trial receiving 10-0 points will demonstrate:

- Little or no evidence that each member of the group took an active role in gathering and presenting evidence for the trial
- That not all students in the group participated in the trial.
 - That students did not demonstrate preparedness and familiarity with the material.
 - That students did not uphold standards of good public speaking skills such as, speaking clearly and making eye contact with listeners.
 - That students did not clearly define the Human Rights issue they are addressing.
 - That students did not present their issue in the form of a defense or prosecution of a character's actions.
 - That students failed include evidence from the text to support the alleged violations of Human Rights or students fabricated evidence.
- Witnesses gave inaccurate and unreliable information.

Persuasive Paper Rubric:

Papers receiving a score of 100-90 points ("A") will contain/present:

- Clear definition of Human Rights issue presented.
- Persuasive arguments that are supported with textual evidence.
- A topic that is understood and doesn't stray off subject.
- Writing richly demonstrating participation in group-work.

- Rich details, facts and examples that are relevant to the topic.
- Effective use of transitions, so that paper flows smoothly from one idea to the next.
- A thorough and well developed paper.
- Appropriate vocabulary.
- Sentences that are combined effectively to avoid run-ons or comma splices.
- Few errors in usage and mechanics, such as: end punctuation, internal punctuation, verb tense, capitalization, spelling, and subject and verb agreement.
- Three -five pages in length.

Papers receiving a score of 89-80 points ("B") will contain/present:

- A defined Human Rights issue.
- A few examples textual supports for persuasive arguments.
- Evidence that topic is understood.
- Writing demonstrating participation in group-work.
- Details throughout piece.
- Effective use of transitions, so that paper flows smoothly from one idea to the next.
- A well developed paper.
- Engaging language that varies and holds interest.
- Sentences that are combined effectively with few run-ons or comma splices.
- Only minor errors in usage and mechanics, such as: end punctuation, internal punctuation, verb tense, capitalization, spelling, and subject and verb agreement.
- Three-five pages in length.

Papers receiving a score of 79-70 points ("C") will contain/present:

- A Human Rights issue that is not clearly defined.
- An inadequate amount of supporting examples from text for persuasive arguments.
- A topic that strays or incomplete.
- Writing that vaguely demonstrates participation in group-work.
- Few details.
- Occasional use of transitions.
- Incomplete development of the main idea.
- Simple language, not engaging and maybe repetitive.
- Writing that draws little emotion from reader.
- Sentences that are sometimes confusing and awkward.
- Sentences that are not complete causing fragments.
- Sentences that are not combined effectively causing run-ons and comma splices.
- Several errors in usage and mechanics may interfere with meaning, such as: end punctuation, internal punctuation, verb tense, capitalization, spelling, and subject and verb agreement.

-Fewer than three pages.

Papers receiving a score of 69-60 points ("D") will contain/present:

- Vagueness in presentation of Human Rights issue.
- An unclear topic.
- A lack of demonstration of participation in group-work
- Few details
- Ideas that are incomplete and have no relevance to the piece
- Ideas that are not connected
- A undeveloped main idea
- Language that is simple, not clear and repetitive
- Many incomplete sentences causing fragments
- Several errors in usage and mechanics, errors do interfere with meaning, such as: end punctuation, internal punctuation, verb tense, capitalization, spelling, and subject and verb agreement.

-Fewer than two pages.

Papers receiving a score of 60 (and below) points ("F") will contain/present:

- No Human Rights issues.
- No evidence of participation in group work.
- No details.
- Most sentences are not complete causing fragments.
- Major errors in usage, errors drastically interfere with meaning.
- Fewer than two pages.

Papers not turned in will receive a zero.

Introductory Activity

To begin a unit concerning Human Rights representations in literature, it is first important that we give the students an understanding of what we as a society recognize as Human Rights and responsibilities. In giving the students the opportunity to develop their own Classroom Declaration of Human Rights and Responsibilities, we hope to encourage students to build personal connections with the subject matter that we will be discussing over the course of this unit. This activity should not take more than two days at the beginning of the unit.

Day 1

5-10 min Students will be asked to brainstorm a definition for Human Rights and how this definition applies to their lives. They will continue to think about this question during the discussion

50 min The students will be given passport size copies of The Universal Declaration of Human Rights. We will discuss with the students that we have chosen this Amnesty International accredited interpretation because it is accepted by the United Nations and the United States. Therefore, it is the interpretation that governs our society's laws and judicial systems. During this time, we will also discuss the Amnesty International definition of Human Rights. As we read the declaration, the students will be invited to ask questions and to broach issues that may be concerning them. The students will also be encouraged to draw on prior knowledge of literature and personal experience to add to the discussion. As a class, we will entertain discussions of any books, media situations, or current events that address or involve Human Rights. It is imperative that students be allowed the freedom and opportunity to explore their lives as a base for understanding their rights and responsibilities. At this time, we will present the idea of a Classroom Declaration of Human Rights and Responsibilities to the students.

Day 2

15-30 min The students will form self selected groups of four or five. Once in the groups, the students will be asked to generate a jot list of at least three rights and responsibilities they would like to see incorporated into the classroom declaration. The groups will be encouraged to look at the school rights for students that are posted in the student handbook. They should think about these rights as a format for what they are trying to develop. Questions to keep in mind while working: Are the examples good representations of your rights and responsibilities? What could be added? What, if anything, needs to change about these rights and responsibilities?

30-45 min The students will come back together in large group and discuss these jot lists while developing their own Classroom Declaration of Human Rights and Responsibilities. Each group will present their ideas to the class. Depending on the students, this can be done in open forum or all ideas could be collected anonymously and read by the teacher. Each idea must be considered carefully for its appropriateness and its relevance. All students must agree that each idea is beneficial to the welfare of the class and not just certain individuals. When all of these requirements are met, only then can an idea be added to the classroom declaration.

Daily Lesson Plans: 50 Minute Class, 24 students

Day One:

Intro Activity

Day Two:

Objective:

- To brainstorm facts and events of Dr. Martin Luther King JR's life and of the Civil Rights movement

25 min.- Housekeeping & completion of Intro Activity

25 min.- Introduction of Civil Rights Movement:

Brainstorm Activity with the class. On the board/overhead a chart is drawn. One side is a list of biographical information about Dr. Martin Luther King JR; on the other side is a list of the relevant issues in the Civil Rights movement. Students will draw on prior knowledge and organize what they know into these two categories. If students are struggling to recall historical information, the teacher will draw from her own list of relevant facts that will facilitate the students reading of "A Letter from a Birmingham Jail."

Student should include a copy of the developed chart in their notebooks as a guide for later discussions.

<u>Biography</u>	<u>Issues</u>
<ul style="list-style-type: none"> ● Advocated non violence ● Won Nobel Peace Prize ● Was Assassinated 	Right to vote Right to non violent assembly Racial equality

Day Three:

Materials: "Civil Disobedience", Thoreau

"A letter from a Birmingham Jail", Dr. Martin Luther King Jr.

Objectives:

- To facilitate students in making connection between different historical movements of civil disobedience
- To discuss "Civil Disobedience" and "A Letter from a Birmingham Jail" as a class

5 min.- Housekeeping

10 min.- Listen to an excerpt from a MLK, Jr.'s speech.

Hearing Dr. King's own speech patterns will help students hear his powerful and distinct voice in their individual readings.

15 min.- Students will read excerpts from Thoreau's "Civil Disobedience."

The anthology has a *Historical Connections* vignette that relates the writing of Thoreau to later civil rights struggles of Gandhi and MLK, Jr. Following the vignette, students will read MLK, Jr.'s "A Letter from a Birmingham Jail" in class.

20 min.- Students will use the remaining time to formulate discussion questions.

If discussion falters, the following questions will be used as prompts.

- How are the two works similar or different?
- Knowing that Thoreau is an earlier writer, how do you think he influences MLK, Jr.?
- How is MLK, Jr. still struggling against Thoreau's claim that "there will never be a really free and enlightened State, until the State comes to recognize the individual as a higher and independent power. . ."
- Can a person not speak out against a wrong but just be opposed to part of it? Is this a powerful agent of change?
- Why do you think these two men turned to writing while they were in jail? What about the experience in jail made them write? Is there any truth to the saying 'there is power in the pen'? Have you ever felt compelled to express yourself in writing when you were upset?

Homework: Define vocabulary in "Words to Own" section. Students must define each word. Eight words should be used in context sentences and the remaining two words should be developed into an analogy.

expedient

perverted

posterity

alacrity

inherent

insurrection

penitent

effectual

obstruction

impetuous

Day Four:

Materials: [My Folks Don't Want Me to Talk about Slavery](#)

Objectives:

- To introduce and define the literary term vignette
- To assign and explain the portfolio culmination project
- To model and strengthen public speaking skills

5 min.- Housekeeping

10mins- Review Journaling with students.

Students should be clear on the expectations, the guidelines of appropriate material, and how the entries will be graded. The importance of freewriting will be stressed, relieving students of worries about formal writing expectations. Introduce the portfolio. Hand out the outline and information sheet on what is to be included in the portfolio. Stress to students the building process and how they should be gathering artifacts from the entire unit. Use the following journal assignment as an example.

10 min- Journal Entry:

Under what circumstance, if any, would you be willing to go to jail for a moral or political principle? Write a brief

description of the principle and of your feelings about it- explain why you would not be willing to commit civil disobedience under any circumstances.

10 min- Craft Lesson: Introduction of the term Vignette.

Define vignette and contrast the definition with short stories. The power of vignettes lies in the personal voice in the writing. Also, there is a great deal of freedom in the vignette writing style. A writer does not have to follow the conventions of short stories.

15 min- Activity: My Folks Don't Want Me to Talk about Slavery

The class will divide themselves into pairs. Each group will be assigned a vignette from My Folks Don't Want Me to Talk about Slavery. As a pair, they will read the short text and develop a 3 to 5-min presentation. The presentations will be in an interview format. One student should play the part of an interviewer and the other will take on the persona of the vignette's narrator. The focus of the vignette and any details of the narrator's life experiences should be revealed through the interview. Students' interview should clearly explain the event in their vignette for the others who have not read it. Students must be sure to point out any human rights concerns or violations of human rights in the vignette. Student can return to their human rights handbook if they have problems or questions about defining human rights issues.

Homework: To complete presentation for the following class

Day Five:

Objectives:

- To practice public speaking skills
- To recognize and explain the relevance of human rights issues in My Folks Don't Want Me to Talk about Slavery

5 min.- Housekeeping

5 min.- Groups organize and prepare to present

40 min.- Presentation of interviews

Day Six:

Materials: Film: *The Diary of Anne Frank*

Objectives:

- To discuss the significance in the use of vignettes as a writing style

5 min.- Housekeeping

20 min.- Finish any remaining interviews. Discuss the use of vignettes.

- How would it be different if the stories of the slaves were told in another way? As a short story? As a poem?
- Why do you think the slaves' stories were told in this way?
- Do you think another style would have been better?
- What do you think makes the vignette effective?
- How does it make you feel to have an identity or character's voice to relate to?

15 min.- Give the students biographical background on the voice of Anne Frank.

Let students brainstorm to see what they know. Fill in with information about the history of the diary and the importance of the subsequent translations. Hand out brief bios on the major characters to help students understand the excerpts better.

10 min.- View clip from film- the scene as the family moves into the attic. There is a

wonderful description of the changes Anne's life is forced to undergo, down to

the smallest details. The camera really drives home the limited space and the torment her life will become because of someone else's hate.

Day Seven:

Objectives:

Thematic Unit: Understanding Human Rights through Literature

- To discuss the life of Anne Frank as it relates to Human Rights issues
- To review for vocabulary test

5 min.- Housekeeping

15 min.- Journal Entry: Think about what feelings Anne Frank was experiencing when

she was forced to move into hiding in the attic. How do you feel when your freedom is restricted? How do you behave or does your attitude change?

20 min.- Discussion of film clip *The Diary of Anne Frank*. The journal entries will be used as a springboard for the discussion. The discussion will also serve as a transition from Anne Frank to other Holocaust writings.

10 min.- Review for vocabulary test. Volunteers will read their definition to verify definitions and compare multiple meanings.

Homework:: Students are reminded of the vocabulary test tomorrow

Day Eight:

Materials:

"I have not seen a Butterfly around here"

Objectives:

- Take a vocabulary test
- To introduce the genre of poetry
- To introduce the pattern interview and use it to facilitate reading strategies

5 min.- Housekeeping (students should be reviewing for test)

20 min.- Vocabulary test

Students must define five words of their choice from the vocabulary list. They

will generate context sentences for the remaining five words. Extra credit will be given for creating an analogy and constructing a base sentence for two the words. Extra credit will be worth the points of one question.

15min. – Craft Lesson: Patterned Interviewing as a strategy to read poetry. Ask the

class: Have you ever read something more than once? How did your impression or interpretation change on the second reading? Using a short poem from *"I have not seen a Butterfly around here"* as an example students will be shown how to look for words that evoke emotion or word phrases that remind them of their own experiences. (Patterned Interview Guide appendix A)

10 min.- Introduction to *"I have not seen a Butterfly around here"*. Give the history of

the children who wrote the poetry and created the artwork. Many of the drawings are very powerful and will serve as a good visualization experience for those who have trouble engaging in poetry. Overheads of the pictures will give the class a chance to view these powerful images together. Students will be encouraged to make the same connections visually with the symbolic images that they just experienced verbally in the Craft Lesson.

Day Nine:

Materials: *"I have not seen a Butterfly around here"*

Objective:

- To learn reading strategies from the patterned interview workshop

5 min.- Housekeeping

45 min.- Group Activity: Students should partner up. Each person will have the

Patterned Interview Guide to serve as procedural tool. (See Appendix A)

Homework: Warning of notebook check- all journals and notes should be completed and organized.

Day Ten:

Materials: Native American Literature, Andrew Wright

Objectives:

- To model and apply reading strategies to poetry texts.

10 min.- Housekeeping and Notebook check

10 min.- Review and Discussion

- What did they find themselves looking for?
- What did the interviewer notice the reader was identifying in the poem?
- Did this process make them more aware of their reading habits?
- Did you feel this was an effective way to interpret a poem?

10 min.- Transition into Native American poetry. Brainstorm the class's prior

knowledge and make a chart (similar to the one for MLK used earlier in unit). The charts can be used for comparison and are a helpful way to organize information. Discuss the relationships or similarities between the rights infringements in the history of Native Americans, African Americans, and Jews. (such as separation of families, forced movement, genocide, segregation within society)

20 min.- Read through Lyrical Poetry together using and reinforcing strategies from the

Patterned interview. Discuss Human Rights similarities between holocaust poetry (moods, rhythms) Why is one style more effective in a particular situation?

Journal: begin in class and finish for homework. Why is this quote relevant to this unit: *"They have to read and write. We all have to read and write so we can write about this so they can read what happened to us."*

Day Eleven:

Objectives:

- To introduce the current event activity
- To discuss the connection between different historical experiences with Human Rights issues and the literature such experiences produced

5 min.- Housekeeping

25 min.- Discussion: Using journal as a springboard, discuss connections between

Thoreau, MLK, Jr., Anne Frank, Holocaust Children and Native American Poetry. Discussion should emphasize the similarity of their experiences such as discrimination, separation of families, and forced movement from their own. Students are encouraged to use their handbooks to find any other connections. Discussion should also question why each person chose to write in the genre each did, and most importantly, why he or she chose to write at all.

5-10 min.- Introduce Current Event Activity. Make clear expectations for the

Presentation of the current events. Explain the significance of the tie into present

day. Human Rights issues are a reality in the lives of millions around the world

and in their own neighborhoods. Students should chose an article that captures

their interest and that is related to you own thoughts or developing beliefs about

Human Rights

10 min.- Craft Lesson: Summarizing a text. As a class we will go through the

procedure of synthesizing an article. Students will generate questions that they should answer in their summaries. If students are struggling to find questions, some can be given as a prompt for further searching.

- Who is the article about?
- Who is the audience?
- Why are they writing?
- Where does the action take place?

Day Twelve:

Objective:

- To review MLA style documentation and library research skills

5 min.- Housekeeping

15 min.- Craft Lesson:

MLA style documentation with a handout of examples showing correct form for

citing articles and Internet cites. Student will also be given a warning against plagiarism and the ramification of such an act. It is made clear that student are expected to include a hard copy of their article.

30 min.- Library search for articles. Prearranged library time will give students who do

not have access to current magazine and the Internet the opportunity to find articles. In addition, the librarians can assist student with their research skills.

Homework: If students did not find an article during class they are to do so at home and

bring it in the following day.

Day Thirteen:

Materials: The Chocolate War by Robert Cormier

Objective:

- To introduce the mock trial project

5 min.- Housekeeping/ pass out novel

5 min.- Time for questions about articles? Check to see if everyone found one.

15 min. Introduce Mock Trial Project. Students will be given a guideline that will give

step by step directions and checklists to monitor their progress through the process. (See Appendix B)

25 min.- Craft Lesson: Mock Trial. Review with students the parts of a trial/

courtroom and the correct terminology. The two characters being tried are Brother Leon and Jerry Renault. Each group will be assigned a character and their legal position of defense or prosecution. The prosecuting groups will have to declare formally their charges so the defense can organize their cases. What will they need to make their cases? How will they go about finding evidence? How will they use the text? Critical reading skills will be reinforced as students are encouraged to take notes through their reading experience. These notes will serve to facilitate their group work and will be helpful in locating evidence later for the trial.

Day Fourteen:

Materials: The Chocolate War by Robert Cormier

Objectives:

- To engage the students with the novel, The Chocolate War by introducing some possible inflammatory ideas of justice.

5 min.- Housekeeping

45 min- Engaging activity: Balance of Power/ Justice

Students will divide into groups of about four persons. Each group will receive a hypothetical scenario describing a questionable situation for the characters to make judgements as to how they would react. The scenarios are not clear cut and provide shades of gray that the students will have to work through and come up with a consensus as to the guilt or innocence of the characters involved. Each group will then present their scenario to the class and the dilemma it presented. They will then declare their final decision to the judge (a.k.a. the teacher). The spokesperson for the group must draw a marble from the black box, white meaning innocence and black meaning guilt (like the Vigils black box in the novel). This random chance is the final discussion of guilt or innocence.

As a class, students will discuss how it felt to have justice taken out of their hands and be arbitrarily administered. Where then is the balance of power? What is wrong with this system? How would you feel if it was applied to you? After the discussion, explain the connection of the box to the novel.

Homework: Read Chapters 1-6

Day Fifteen:

Materials: The Chocolate War by Robert Cormier

Objectives:

- To discuss The Chocolate War and facilitate students with their meaning making of the text.
- To facilitate students public speaking skill through in class presentations
- To expand students vocabulary by compiling unknown words they encounter

5 min.- Housekeeping

10 min.- Summary quiz

10 min.- Question and Answer time: What is going on? Does everyone understand? Are there any questions? How do you feel about the reading so far?

25 min.- Presentations: Five people will present their article and the vocabulary each

chose to create the vocabulary list. Students are to keep a list of the vocabulary as it is presented and define it.

Homework; Read Chapters 7-13

Day Sixteen:

Materials: The Chocolate War by Robert Cormier

Objectives:

- To discuss The Chocolate War and facilitate students with their meaning making of the text
- To engage students in a mock trial activity to expand their first reading of the novel

5 min.- Housekeeping

15 min.- Journal Entry: Pick out your favorite quote and explain why you feel it is important or why you find it engaging.

30 min.- Group Activity: Mock Trial Groups. Students receive their mock trial worksheets (See Appendix B). Students should organize themselves into

groups and begin character sketches. Each member of the groups should keep an individual copy of all created work to use for the trial and later in the persuasive paper. Each group is to begin developing character sketches of the major characters using text evidence and direct quotes to support their claims.

Homework: Chapters 14-16

Day Seventeen:

Materials: The Chocolate War by Robert Cormier

Objectives:

- To facilitate students public speaking skill through in class presentations

5 min.- Housekeeping

10 min.- Question and Answer space for students to address questions or concerns they encountered.

35 min.- Current Event Presentations. Individuals will give a five-minute presentation of their article and introduce the class to a new vocabulary word for a later quiz. Seven students should present.

Homework: Students should define the vocabulary words (twelve total) for following class.

Day Eighteen:

Objectives:

- To facilitate students public speaking skill through in class presentations
- To expand students vocabulary by compiling unknown words they encounter

10 min.- Housekeeping and check vocabulary.

10 min.- Review Vocabulary- Volunteers will read their definitions to create a standard definition for each word. Discuss any multiple meanings that might cause confusion.

30 min.- Current Event Presentations: Six students should present article and vocabulary word.

Homework: Study for vocabulary quiz

Day Nineteen:

Objectives:

- To facilitate students public speaking skill through in class presentations

5 min.- Housekeeping

15 min.- Vocabulary Quiz

Remaining time: Finish remaining Current Event Presentation.

Homework: Remind students they are expected to have read through Chapter 16. Tomorrow there will a Journal Entry and discussion concerning the text.

Day Twenty:

Materials: The Chocolate War by Robert Cormier

Objectives:

- To discuss The Chocolate War and facilitate students with their meaning making of the text

5 min.- Housekeeping

15 min.- Journal Entry: Given Jerry and his situation do you think he is speaking out against the Vigils or is he being silenced by the system? Given his set of choices do you agree with Jerry's actions or would you have made another choice? Explain.

30 min.- Discussion: The journal exercise will serve as a springboard for discussion. If discussion falters, the following prompts could be used.

What human rights issues are you seeing if any?

What freedoms do the students have?

Talk about your character sketches?

What character do you relate to the most? In what situation?

How do you feel about what is happening?

Homework: Make sure vocabulary definitions are defined. Read Chapters 17-24.

Day Twenty-One:

Materials: The Chocolate War by Robert Cormier

Objectives:

- To introduce and instruct the students how to write a persuasive paper.

5 min.- Housekeeping:

25 min.- Craft Lesson: How to write a persuasive paper. The concept of writing to an

audience will be reinforced with a quick activity. Students will write three quick sentences to convince a friend to buy a certain CD. They should then use these same ideas and change the language as if they are trying to convince the average consumer. What changes did they have to make? Is it easier to write when you know whom you are trying to persuade? The basic structure of arguments, supports, and counter arguments will also be introduced to the students.

20 min.- In class reading of the novel.

Homework: Read Chapters 25-32.

Day Twenty-Two:

Materials: The Chocolate War by Robert Cormier

Objectives:

- To encourage students socialization by working in cooperating groups

5 min.- Housekeeping

45 min.- Regroup for mock trial. The groups should follow the procedural outline.

Groups should begin to assign roles and begin brainstorming about possible arguments or counter arguments they will have to make in the trial. Prosecutors should be working on their charges. These preliminary ideas should be outlined and handed in with any text evidence they have found as checkpoint for the teacher.

Homework: Finish novel

Day Twenty-Three:

Materials: The Chocolate War by Robert Cormier

Objectives:

- To facilitate students with the process of formal writing
- To discuss The Chocolate War and facilitate students with their meaning making of the text

5 min.- Housekeeping

15 min.- Summation Quiz

10 min.- Question and Answer space for students to address concerns or confuse they

encountered. Students can voice their opinion of the text, the ending, and the characters.

25 min.- Begin rough draft of persuasive papers.

Homework: Finish rough draft and be ready for peer editing groups tomorrow.

Day Twenty-Four:

Materials: The Chocolate War by Robert Cormier

Objective:

- To demonstrate to students how to peer edit

5 min.- Housekeeping

10 min.- Craft Lesson: Demonstration of Expert Peer Editing. Student will be given a checklist of things to look for in their expert field.

35 min.- Peer Editing: A rotation will be set up as six-minute intervals for each expert.

Homework: Work on drafts and make any necessary changes.

Day Twenty-Five:

Materials: The Chocolate War by Robert Cormier

Objective:

- To provide class time for typing papers

5 min.- Housekeeping

45 min.- Computer Lab: Students should use this time to type up their papers and ask any question that may present themselves.

Day Twenty-Six:

Materials: The Chocolate War by Robert Cormier:

5 min.- Housekeeping

45 min.-Group Activity/ Mock Trial: Student should regroup and finalize the assignment for the trial (i.e. lawyers, accuser, and witnesses)

Day Twenty-Seven:

Materials: The Chocolate War by Robert Cormier

Objective:

- To expand students peer editing skills while working through the writing process

5 min.- Housekeeping

25 min.- Peer Editing: Students will use the same peer-editing format to edit their second drafts.

20 min.- Students will make final changes and polish their papers for submission

Day Twenty-Eight:

Materials: The Chocolate War by Robert Cormier

Objective:

- To allow teacher assistance and input in students work

5 min.- Housekeeping

45 min.- Workshop Day: Students have the choice to work on their papers or to work in groups to polish their mock trials. The teacher will be circulating and facilitating when ever possible.

Day Twenty-Nine:

Objective:

- To present mock trials

5 min.- Housekeeping

25 min.- Presentation of first mock trial. Students will be evaluated as a group for the all

components of the presentation except personal speaking skills, which reflects individual preparation. The teacher (Judge) and the rest of the class (Jury) will make judgements after the trial ends.

5 min.- Review Portfolio rubric and expectations with the students so they have a firm understanding.

15 min.- Students will be given time to gather artifacts for their portfolio.

Day Thirty:

Objective:

- To present mock trials

5 min.- Housekeeping

25 min.- Second mock trial presentation.

20 min.- Work on Portfolios. Students should begin summations for their artifacts. As a class, students will work through one synthesis from an example artifact to demonstrate the procedure and writing process.

Day Thirty-One:

Materials: Norman Rockwell's *The Four Freedoms*

Objective:

- To give the students opportunity to respond to Human Rights issues in an artistic form

5 min.- Housekeeping

10 min.-Discussion: Students can talk about their progress, or lack of, on the portfolios.

As a class, we will work through any reoccurring dilemmas. Students are encouraged to give the portfolios their own personal touch that will make it meaningful to them and clearly reflect their learning to the teacher.

35 min.- Journal Entry: Display Rockwell's *The Four Freedoms*. Students should pick

one or two of the paintings and reflect on their response to it. One should focus on the message and effectiveness of the imagery.

Day Thirty-Two:

Objectives:

- To discuss the culminating themes of the unit while facilitating students' connections and meaning making.

5 min.- Housekeeping

45 min.- Conclusion of Unit: Discussion of rights, genres, and the power of literature as a voice.

- Have you thought about human rights issues that you had never thought of before?
- What was the most powerful voice in this unit?

Day Thirty-Three:

Objectives:

- To give students closure to the unit
- To allow student to present their work and celebrate their learning

5 min.- Housekeeping

45 min- Publish and Celebrate: The room will be set up as a gallery of portfolios. Each

student will display his or her finished portfolio. Each display will contain a comment page for peers to write supportive responses to the portfolios.

Appendix A

Patterned Interview

For this reading, we are dividing the group into pairs. Each pair will receive a copy of two different poems, so that each partner will have a turn at being the reader and the interviewer. There are several purposes for the pattern-- one is simply to slow the reading, encouraging productive pauses. A second is to provide helpful responses--prods, questions, and reactions--that might simulate further thought about the reading. And a third is to encourage some collegiality among students, to cast them into the role of helper for one another, while giving them some guidance in that role.

Here is the pattern:

1. One student will be designated the interviewer; the other the reader. The interviewer should quickly read the text.
2. The reader should then read the text, talking about it as he goes. Make any comments that come to mind--memories that arise, feelings evoked, problems or confusions with the text itself, anything. The interviewer should take notes, as thorough as possible, on everything the reader says.
3. Read it again, commenting further.
4. After the second reading, the interviewer should ask for clarification of anything unclear the reader may have said, or for elaboration on any points. Again, take notes.
5. The interviewer should then go through his notes, circle the 3-5 most interesting, problematic, or confusing points. Comment on or ask a question about each, again taking notes on the replies.
6. The interviewer should then discuss the reading, telling the reader anything interesting he observed wondered about, speculated. It is a report, however, not an evaluation. When the discussion is finished, turn all the notes over to the reader, who will file them away for the moment.
7. Reader and interviewer now can trade roles and run through steps 1-5 again using a different poem.

Appendix B

Mock Trial Requirements

Throughout your reading of The Chocolate War, you will be collecting evidence and meeting in groups to prepare for your mock trial presentation. From the first day of reading, evidence in the form of character sketches and facts should be collected on the character choice and position your group has been assigned. During these groups, you are expected to work as a team to compile your evidence for presentation to the class. Each group member will be responsible for doing his or her share of the workload. Remember, this project will take place over several weeks and groups should be working together each week in preparation for the final presentation. The goal of this project is for you to learn to think critically about the text you are reading and to become more comfortable speaking in public.

Specific Directions to Remember

Group Work

- Students will form groups of no more than six.
- Each group member will participate in a specified role during the preparation and presentation.
- Each group member will show a preparedness and familiarity with the material.
- Each group member will attend regular group meetings and will be prepared also to meet outside of class when needed.
- Each group member will show up for group meetings prepared to work.
- During group meetings, students will work to stay on task and not waste the time of other members of the group.
- Each group member will be required to do an equal share of the work inside and outside of class.
- Each group member will be required to keep individual notes of evidence and character sketches.
- Each group will be required to turn in an outline of the position they are pursuing with details about evidence they have collected.

Evidence Preparation

- Each student is responsible for showing that they took an active role in gathering and presenting evidence.
- Groups must find at least three pieces of evidence from the text to support the alleged violations of Human Rights.
- Groups must find three pieces of evidence to submit on behalf of their position.
- All evidence must be closely related to the topic.
- All evidence submissions must be accompanied by a page number and text citation (i.e. third paragraph, fourth sentence)

Presentation

- Students are expected to practice good public speaking skills such as speaking clearly and making eye contact with listeners.
- Students should present their ideas in the form of a defense or prosecution of a character's actions.
- Witnesses are expected to give accurate and reliable information that honors the text.
- Students must clearly define the Human Rights issues they are addressing.