

Lesson 5: Assessment and Discussion

OVERVIEW

After examining the guiding questions and completing the activities, students will be assessed on their ability to analyze a newspaper article and respond to this unit’s essential question: What responsibilities do individuals have to uphold the human rights of others? This assessment lesson is designed for one 90-minute period, two 45-minute periods, or can also be abbreviated as one homework assignment.

OBJECTIVES

- Students will be able to list basic human rights.
- Students will compare content of United States legislation to the rights guaranteed by the Constitution.
- Students will think critically about pieces of legislation enacted throughout United States history that have denied or limited Constitutional rights.
- Students will connect historical struggles for human rights with contemporary issues.
- Students will understand their personal responsibility to uphold human rights.
- Students will be able to identify examples of individuals who worked for change with regard to civil rights in U.S. History.
- Students will analyze the range of responses in which individuals have reacted when their own rights were violated and when the rights of those around them were violated.

ESSENTIAL QUESTION

What responsibilities do individuals have to uphold the human rights of others?

STANDARDS/Frameworks

TCC 1.1, 1.2
PPE 1.1
PAG 1.2, 1.4, 1.5
SSPS 1.3, 2.6

MATERIALS

Textbooks containing the Constitution, the Bill of Rights, and other Constitutional Amendments

Student Activity Sheet, “What Responsibilities Do Individuals Have to Uphold Human Rights?”

Copies of the *Los Angeles Times* article from 9 January 2003 entitled, “‘Monitors’ Target INS Registration”

Copies of the essay exam rubric

BACKGROUND

Review the background information provided in the previous lessons.

OPENING

Select a student to read this quote from Eleanor Roosevelt aloud to the class. (You may choose to photocopy the quote on an overhead transparency).

Where, after all do human rights begin? In small places, close to home- so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

Eleanor Roosevelt, *The Great Question*, 1958

Ask the student to read the last sentence- *without concerned citizen action to uphold them close to home; we shall look in vain for progress in the larger world-* again.

Ask the students to paraphrase this sentence. Allow the students a few minutes to generate written responses, then ask for volunteers to share aloud.

Tell students that they will now answer the unit's essential question: "What responsibilities do individuals have to uphold human rights?"

ACTIVITIES

(Day 1 for 45-minute class periods)

1. Refer to the Universal Declaration of Human Rights as discussed in Lesson 1. Ask students to briefly share what they remember about the document.
2. Using the Student Activity Sheet entitled, "Close to Home Filter" or by writing the questions on the board, divide the 30 articles from the Universal Declaration of Human Rights among the students - to individual students or pairs of students, whatever suits the situation - so that each individual or pair has a manageable number of articles to filter.
3. Following the filtering process, have each individual or pair select one "yes" response from the filtering sheet and one "no" response. Have them create small signs telling what action they, as a concerned citizen, would take to support the effort to uphold the article (a yes) and what action they, as a concerned citizen would take to prevent or end the violation of the article (a no).
4. Post the signs around the room.
5. Give the students time to travel around the classroom, reading all the signs. After the students have visited all the responses, answer the following questions (this could be a journal response or a homework assignment).

- Which answer surprised you the most?
- Which answer surprised you the least?
- Which action would you support without reservation?
- Which action do you think would be inappropriate? How would you change that action to make it appropriate?

6. Discuss the responses as a class.

Ask the students to compose an “Email” to Eleanor Roosevelt about human rights in contemporary society. Encourage them to cite specific information demonstrating their understanding of Human Rights.

(Day 2 for 45-minute class periods)

1. Distribute copies of the *Los Angeles Times* article, “‘Monitors’ Target INS Registration” and copies of the Student Activity Sheet entitled, “What Responsibilities Do Individuals Have to Uphold Human Rights?”
2. Ask students to work independently to read the article and complete the Student Activity Sheet.
3. Ask students to work in pairs to share their findings with each other.
4. Distribute essay exam rubric to students.
5. Ask students to respond to the article and respond in one of the following formats:
newspaper editorial or letter to the editor
short story or graphic novel
6. Include answers to the following questions and cite evidence from the “inputs” provided (i.e. lecture notes, readings, primary source documents)
 - a. What rights were violated?
 - b. How is this event similar to or different from at least two different events in U.S. History that we studied?
 - c. How will you respond and why?
 - d. How does this compare to the ways in which at least two other individuals in history have responded?

CLOSING

Ask students to share their responses with the rest of the class.

EXTENSION

Have students research the USA PATRIOT Act or use one of the current issues discussed in lesson 4 and create a written response based on the prompts listed above, or choose a current event in your community related to human rights. Have students respond in the manner described above.

Where, after all do human rights begin? In small places, close to home- so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

Eleanor Roosevelt, *The Great Question*, 1958

LESSON 5: ASSESSMENT
CLOSE TO HOME

Universal Declaration of Human Rights Article # _____

Title of the article:

To me, this article means:

Determine if this right exists in the following situations. Circle Yes or No and support your answer.

MY HOME	Yes or No	Why?
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MY SCHOOL	Yes or No	Why?
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MY NEIGHBORHOOD	Yes or No	Why?
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MY TOWN	Yes or No	Why?
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MY STATE	Yes or No	Why?
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MY COUNTRY	Yes or No	Why?
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LESSON 5: ASSESSMENT

WHAT RESPONSIBILITIES DO INDIVIDUALS HAVE TO UPHOLD HUMAN RIGHTS?

Read the *Los Angeles Times* article entitled, “Monitors’ Target INS Registration” to answer the following questions.

1. When was this article written?
2. Which group of people is affected by deadline set by the U.S. Immigration and Naturalization Service (INS)?
3. Choose three individuals mentioned in the story to complete this chart.

Name	Situation	Action Taken

4. List one or two things this tells you about life in the United States when the article was written.

LESSON 5: ASSESSMENT

‘Monitors’ Target INS Registration

They will watch outside offices, saying abuses mark effort to keep tabs on Middle Eastern men.

By Teresa Watanabe

Los Angeles Times Staff Writer

January 9 2003

[Note: This document was unavailable for inclusion in the on-line version of this curriculum.]

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LESSON 5: ASSESSMENT
ESSAY EXAM RUBRIC

(A)

Thoroughly answers all parts of the question
Supports answers with rich details
Incorporates multiple sources (class notes, documents, text)
Insightful analysis
No factual errors or omissions
Well-organized essay with no grammar or spelling mistakes

(B)

Answers all parts of the question
Supports answer with details
Incorporates several sources (class notes, documents, text)
Some analysis
No factual errors; may have some omissions
Organized essay with few grammar or spelling mistakes

(C)

Answers most parts of the question
Some support for answer
Incorporates few sources (class notes, documents, text)
Little analysis; mostly fact recall
Mostly organized but has grammar and/or spelling mistakes
Contains few factual errors or omissions

(D)

Answers only part of the question
Minimal support for answer
Incorporates no source material
No analysis
Somewhat organized essay with grammar and/or spelling errors
Contains factual errors and/or omissions

Unacceptable
Inadequately deals with the question
No supporting details
Incorporates no source material
Poorly organized essay with many grammar & spelling errors
Many factual errors or does not cover topic adequately

Your score _____