



# #LETTERS OF HOPE CLASSROOM

*An interactive curriculum on refugees*

**Lesson 4: Universal Declaration of  
Human Rights & the Rights of the Refugee**

**Time: 50 Minutes**

*In collaboration with*



GENERATION HUMAN RIGHTS

FALL 2017

**Essential Question**

Do we have shared rights as human beings?

**Universal Declaration of Human Rights**

All articles will be addressed.

**Common Core Learning Standards**

[CCSS.ELA-LITERACY.WHST.6-8.1.A](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.B](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.C](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.E](#)

[CCSS.ELA-LITERACY.WHST.6-8.4](#)

[CCSS.ELA-LITERACY.WHST.6-8.5](#)

**Assessment**

The educator can rotate the classroom as students analyze the Universal Declaration of Human Rights (UDHR) and then co-write articles for the Declaration of the Rights of the Refugee.

**Overview**

Students will review and reflect on the UDHR as a foundation to better understand the plight of refugees. Synthesizing the knowledge from their review, they will work with a partner to create their own human rights articles and apply them to a working document titled *The Declaration of the Rights of the Refugee*.

**Learning Goals**

Students will be able to:

- Define *human rights*.
- Examine the UDHR with a partner and identify articles they believe are not being upheld for refugees.
- Synthesize their knowledge of the articles reviewed and write coherent articles for *The Declaration of the Rights of the Refugee*.

**Materials for the Instructor**

- Whiteboard, smartboard or projector
- Copies of the UDHR for each student
- Electronic copy of the UDHR to project for classroom discussion. If technology is not available educators can go over the UDHR with the hard copies. (the UDHR is available for download at [care.org/lettersofhope](http://care.org/lettersofhope))

**Materials for Students**

- Journals
- Highlighters

**Vocabulary**

- Human Rights: The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

- Universal Declaration of Human Rights: The UDHR was adopted by the General Assembly of the United Nations on Dec. 10, 1948. The UDHR was the first time that countries agreed on a comprehensive statement of inalienable human rights.
- United Nations: An international organization formed in 1945 to increase political and economic cooperation among member countries. The organization works on economic and social development programs, improving human rights and reducing global conflicts.
- Civil Society: Non-governmental organizations and institutions that manifest the interests and will of citizens.

### **I. Introduce the Concept of Human Rights: 10 minutes**

#### Step One:

- Begin the discussion by inviting students to share their thoughts from the reflection question that was asked at the end of the last class:
  - Do we have shared rights as human beings?
- Discussion questions include:
  - Do you think you have rights as a human being?
    - If so, what is an example of such a right?
  - Should all human beings everywhere on the planet have the same rights?
    - If you believe so, what are some examples?

#### Step Two:

- Introduce the concept of civil society.
- Explain that a civil society has non-governmental organizations and institutions that manifest the interests and will of citizens. Civil society represents the voice of the people. Examples include:
  - Libraries
  - Salvation Army
  - Boy Scouts and Girl Scouts
  - Food banks
- Explain that in order for there to be civil society, human rights for everyone within that society need to be supported.
  - Examples include:
    - Everyone needs to be treated with respect.
    - Everyone should feel safe.

### **II. Exploration of the Universal Declaration of Human Rights (10 min)**

Share with students that human rights do exist. First define the United Nations on the board. Then explain that In 1948 the United Nations created The Universal Declaration of Human Rights—the first document listing the 30 rights to which everyone is entitled.

Step One:

- Project the UDHR on the board and, with the class, read and discuss the first three articles.
- Ask students why these articles may be important in order to live in a civil society.

### III. Rights of the Refugee (25 min)

Step One:

- Have students sit with a partner and then provide them paper copies of the UDHR. Ask students to review the articles together. Suggest that one partner read an article out loud before they discuss it.
- Ask students to identify and highlight any human rights they feel are not being met for refugees.

Step Two:

- When they have gone through the articles, explain to the class that, together, you will now create your classes' own declaration, *The Declaration of the Rights of the Refugee*.
- Ask each pair of students to create two articles for this new document. The articles should be specific human rights they feel should support the refugees.
  - Examples include:
    - Refugees escaping from war will be given safe housing.

Step Three:

- Write the title *Declaration of the Rights of the Refugee* on the board.
- Ask the partners to share their articles and write them on the board.

Step Four:

- Close the class by asking students to read aloud *The Declaration of the Rights of the Refugee*.

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