

**THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM**  
**CURRICULUM AND RESOURCE GUIDE FOR TEACHERS & ORGANIZATION LEADERS**  
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<b>LESSON PLAN 4: RELEVANCE OF THE UDHR TO LOCAL, REGIONAL AND GLOBAL ISSUES, AND CONNECTION TO PEOPLE INVOLVED IN ADDRESSING THOSE ISSUES</b>	
<b>Objectives for Student Learning:</b>	<ul style="list-style-type: none"> <li>• Students connect one or more of the UDHR articles to historical or current issues and how these issues relate to current situations</li> <li>• Students learn about the people who engaged their ideas, efforts and energy to address the issue(s)</li> <li>• Students gain inspiration to consider their own engagement in their immediate circles and greater community to advance the work still needed to address the issue(s) studied</li> </ul>
<b>Curriculum Standards: (California)</b>	<ul style="list-style-type: none"> <li>• History-Social Science Standards 10.9 and 11.9 Students analyze U.S. policy since World War II</li> <li>• Reading Standards 1.0 and 2.0 (Focus on Informational Material)</li> <li>• Writing Standards 1.0 and 2.0 (Focus on well defined perspective and reasoned argument)</li> <li>• Visual and Performing Arts Standards 1.0 Artistic Perception; 2.0 Creative Expression</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>• Research and evaluation of information, Critical thinking, Analysis and synthesis of information, Writing, Creative Expression</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Students choose one of the following as the basis for their research: <ul style="list-style-type: none"> <li>▪ UDHR article they are most interested in researching further, and a current or historical issue related to that article, or</li> <li>▪ Current or historical event of particular interest, connecting to one or more of the UDHR articles</li> <li>▪ A current or historical advocate for or defender of the betterment of others (Partial list provided on the last page of Part V)</li> </ul> </li> <li>▪ Carry out reading and research to develop the following information: <ul style="list-style-type: none"> <li>▪ Background on the event and how the event affected the rights of people and their access to equality, justice and human dignity</li> <li>▪ A key person involved in advocating for or defending the rights related to this event or issue <ul style="list-style-type: none"> <li>▪ The challenges that had to be addressed</li> <li>▪ The successes achieved by the person</li> <li>▪ The work that still needs to be done to further the efforts already carried out</li> </ul> </li> </ul> </li> <li>▪ Write a monologue or vignette to capture the results of the research <ul style="list-style-type: none"> <li>▪ Create visual expressions (animation, drawings) of different aspects of the reading and research carried out</li> <li>▪ Bring together any songs, poems or artwork done to depict the event, issue and person studied</li> </ul> </li> </ul>
<b>Suggested Questions to Guide Deeper Reflection and Critical Thinking:</b>	<ul style="list-style-type: none"> <li>▪ What information is needed to fully understand the event, issue and/or person to be researched?</li> <li>▪ Why is it important to know about specific people involved in the issue or event being researched?</li> <li>▪ What do I want others to know about this issue so that they will care about being involved in helping bring about solutions or needed changes?</li> </ul>