

THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM
CURRICULUM AND RESOURCE GUIDE FOR TEACHERS & ORGANIZATION LEADERS
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LESSON PLAN 1: INTRODUCE THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)	
Objectives for Student Learning:	<ul style="list-style-type: none"> • Spark student interest in the UDHR • Provide background knowledge of the UDHR • Raise awareness about how artistic expressions can depict the meaning of the UDHR words
Curriculum Standards: (California)	<ul style="list-style-type: none"> • History-Social Science Standards 10.9 and 11.9 Students analyze U.S. policy since World War II • Reading Standards 1.0 and 2.0 (Focus on Informational Material) • Visual Arts Standards 1.0 Artistic Perception
Skills:	<ul style="list-style-type: none"> • Process new information, Analyze concepts, Interpret meanings from visual and written art forms
Activities:	<ul style="list-style-type: none"> • Assign students to seek out photographs, artwork, poems and songs that reflect ideas and images in connection with human rights • Work with the students to create a gallery of the items they have collected; Then, ask students to describe their gallery item and why they chose their particular contribution • Distribute the UDHR document, choosing the simplified or long version based on the skill level of the students • Provide background information on the history and creation of the UDHR • Have students read the different sections of the document out loud • Have the students connect the UDHR Articles with the different gallery exhibit items • Discuss student reflections on how the different art forms helped illustrate the meaning of the UDHR
Suggested Questions to Guide Deeper Reflection and Critical Thinking:	<ul style="list-style-type: none"> • In what ways do the different art forms of the gallery items, such as poems or photographs, help convey ideas about human rights? • Why do you think it was so important to develop the UDHR? • What do you think the process was like to decide on what rights to include in the UDHR? • What types of issues would the drafters need to consider as they came up with the wording of each Article? • Why do you think including the right to leisure or the enjoyment of arts and culture were seen as so important? • If you were drafting the UDHR today, what other rights would you want to include, and why?