

**THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM
CURRICULUM AND RESOURCE GUIDE FOR TEACHERS & ORGANIZATION LEADERS**

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LESSON PLAN 5: EXPLORE THE UNIVERSE OF OBLIGATION* – MOVING FROM RIGHTS TO RESPONSIBILITIES	
<i>*Inspired by Facing History and Ourselves Curriculum – http://www.facinghistory.org</i>	
Objectives for Student Learning:	<ul style="list-style-type: none"> • Gain understanding of what is meant by the Universe of Obligation • Examine different levels of responsibility from the individual to groups to nations • Gain understanding of the difference between a right and a responsibility • Connect the personal stories and research on broader issues/events to the Universe of Obligation • Gain understanding of how to be personally engaged in furthering rights and responsibilities
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)
Skills:	<ul style="list-style-type: none"> • Research and evaluation of information, Critical thinking, Analysis and synthesis of information, Writing
Activities:	<ul style="list-style-type: none"> ▪ Review the reflections of Eleanor Roosevelt regarding the connection of each person’s actions to overall human rights ▪ Review Helen Fein’s depiction of the Universe of Obligation (References provided on last page of Section V) ▪ Use the personal stories and research work carried out in Lessons III and IV, as well as the review in the first two Activities to discuss such questions as: <ul style="list-style-type: none"> ▪ Who is in your Universe of Obligation/Responsibility? ▪ Who else is in your Universe? <ul style="list-style-type: none"> ▪ Individuals? ▪ Groups? ▪ What is the difference between a right and a responsibility? ▪ What are different ways we can each demonstrate our responsibilities to further rights within our Universe of Obligation? ▪ What are examples of more extensive work needed today to continue the work of the people we studied? ▪ What are examples of minute actions that can make a difference in this work? <ul style="list-style-type: none"> ▪ How do these minute actions affect the greater Universe of Obligation?
Suggested Questions to Guide Deeper Reflection and Critical Thinking:	<ul style="list-style-type: none"> ▪ How is the Universe of Obligation connected to the study of the UDHR? ▪ Why does the concept of the Universe of Obligation matter today?