

Grade Level: 6-8

Topic: Justice or Injustice?

Unit Goal(s): Students learn about human rights through a justice/injustice model that will bring students into their communities and communities into their classroom.

- The students:*
1. Participate in a human rights discussion.
 2. Define justice.
 3. Discuss justice.
 4. Investigate justice.
 5. Make a Wisdom Wall.
 6. Identify human rights issues.
 7. Match the observed issues to the UDHR.
 8. Select an issue on which to take action.

- The students:*
1. Participate in story-telling.
 2. Review the interview protocol.
 3. Use the interview tools.
 4. Participate in the Image Theater activity.

- The students:*
1. Demonstrate their learning creatively.
 2. Make a Human Rights Booth.

G. Communicate and demonstrate your human rights learning
How can we share what we learned within our schools, families, and communities?

A. Observe and identify the human rights issue
What is at the heart of this human rights issue?

B. Describe and share human rights stories
How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities promote and protect this human right?

- The students:*
1. Participate in small group discussions about the possible actions students could take in order to have a positive impact on their selected issue.

F. Reflect and draw conclusions on what you have learned about promoting and protecting human rights
What did we learn? Did our action have the intended impact?

Human Rights Process Model

C. Generate human rights responses and make predictions about their impact on the community
What could we do? What will happen if we do that?

- The students:*
1. Answer the reflection questions in groups.

E. Interview community members and collect information about the impact of your human rights action
What happened when we took action? Whose lives did we impact?

D. Select a human rights response and take action
What is the best response or position?

- The students:*
1. Utilize resources and take action on a human rights issue.

- The students:*
1. Use photography and video to document the actions.