

Are All People Protected by United Nations (UN) Human Rights?



**Eleanor Roosevelt and the UN *Universal Declaration of Human Rights*,
Lake Success, New York, November 1949. (National Archives Identifier 6120927)**

Supporting Questions

1. What are children's rights, and how do they relate to human rights?
2. What are women's rights, and how do they relate to human rights?
3. What are civil rights, and how do they relate to human rights?

9th-12th Grade Georgia Hub: Civil Rights & Human Rights Inquiry by Cathy G. Powell

Are All People Protected by United Nations (UN) Human Rights?	
Standards	<p>L11-12RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem,</p> <p>L11-12WHST1: Write arguments focused on discipline-specific content. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>
Staging the Question	Students examine a primary source photograph featuring Eleanor Roosevelt holding a copy of the UN <i>Universal Declaration of Human Rights</i> as a prompt to discuss the concept of human rights, brainstorm examples of essential rights, and explain why such rights are necessary.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What are children’s rights, and how do they relate to human rights?	What are women’s rights, and how do they relate to human rights?	What are civil rights, and how do they relate to human rights?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create an evidence-based list of children’s rights and briefly explain the need for those rights.	Write an evidence-based summary about women’s rights, including challenges to and opportunities regarding those rights.	Write an evidence-based paragraph about civil rights, including challenges to and opportunities regarding those rights.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: <i>Declaration of the Rights of the Child</i></p> <p>Source B: Amnesty International article with video clip, “<i>Is My Phone Powered by Child Labour?</i>”</p> <p>Source C: Oral history video clip, “<i>Little Rock Nine Attend Classes</i>”</p>	<p>Source A: <i>Universal Declaration of Human Rights</i></p> <p>Source B: Malala Yousafzai’s Noble Peace Prize speech</p> <p>Source C: Political Cartoon on women’s suffrage (1917), <i>The Steam Roller</i></p>	<p>Source A: Nelson Mandela’s Nobel Peace Prize speech</p> <p>Source B: Martin Luther King, Jr.’s <i>I Have A Dream</i> speech</p> <p>Source C: Photograph of Elizabeth Eckford, Little Rock Central High School (1957)</p>

Summative Performance Task	ARGUMENT Construct a written argument that answers the compelling question using relevant evidence from historical sources to support specific claims and counterclaims.
	EXTENSION Participate in a Socratic Seminar that answers the compelling question and student-generated supporting questions using relevant evidence from historical sources to support claims and counterclaims.
Taking Informed Action	UNDERSTAND Research current human rights challenges or successes in the United States or around the world.
	ASSESS Determine the extent to which current documents, laws, or programs ensure human rights in the United States or around the world.
	ACT Students promote awareness of human rights in the United States or around the world by creating original artwork (e.g., drawing, poster, collage, political cartoon) that is displayed at a local museum or art gallery.

Overview

Inquiry Description

This inquiry engages students in examining United States history in a global context by investigating the compelling question “*Are All People Protected by United Nations (UN) Human Rights?*” The inquiry utilizes human rights around the world as the context for students to examine the way in which civil rights in United States history has been realized through concepts such as age, gender, and race. Built upon the premise that students are concerned with foundational principles such as fairness, equality, and rights for themselves and others, this inquiry allows students to examine historical and contemporary events ranging from civil rights and women’s rights in the United States to Apartheid and child labor around the world, all of which underscore the significance, impact, and relevancy of the compelling question.

Students evaluate a variety of source materials, including primary and secondary source documents, oral histories, primary source photographs from national historic sites, and political cartoons. The use of such sources promotes opportunities for students to think like historians as they examine cause and effect relationships, corroborate evidence-based claims and counterclaims, and determine whether the sources suggest change over time. Students then utilize their interpretation and evaluation of these sources to communicate evidence-based conclusions that effectively accomplish the formative and summative tasks, all of which promote critical thinking, problem solving, and student engagement. Furthermore, students utilize their content and skill knowledge to take informed action which promotes effective citizenship.

The standards that are featured in this inquiry include the Georgia Literacy Standards for reading and writing in history/social studies for grades 11-12 which are also available for grades 9-10. This inquiry also examines additional Georgia Standards of Excellence in United States history that reflect the Civil Rights Movement and the Women’s Movement, as well as world history standards that reflect global freedom movements such as Apartheid. The Georgia Standards of Excellence in English language arts which examine listening, viewing, and speaking are also addressed through this inquiry.

It is important to note that this inquiry requires prerequisite knowledge of social studies content through historical events and ideas as well as disciplinary literacy. Students would benefit from having studied a civil rights or human rights topic through social studies courses such as civics, economics, geography, or history (United States history or world history) to provide context and support historical thinking. Students may have examined civil rights or human rights through English language arts content. Students would also benefit from prerequisite literacy skills including reading and writing across the curriculum to support effective analysis of primary source and informational documents, oral histories, and political cartoons as well as informative and persuasive writing that utilizes evidence from multiple sources to support claims and counterclaims. Additional skills related to listening, viewing, and speaking standards, which are found in English language arts and history/social studies literacy standards, are also beneficial for this inquiry.

Note: This inquiry is expected to take five or six 90-minute class periods. This suggested time frame and elements of the inquiry may be adjusted to help meet the instructional needs of teachers and students.

Structure of the Inquiry

In addressing the compelling question “*Are All People Protected by United Nations (UN) Human Rights?*” students examine and analyze a series of supporting questions, formative performance tasks, and featured sources to construct an argument supported by evidence while also acknowledging competing perspectives.

The formative performance tasks build on knowledge and skills throughout the inquiry and help students create evidence-based answers to the compelling question by examining three supporting questions regarding human rights that relate to children, women, and civil rights. The summative performance task allows students to create an evidence-based argument that examines the compelling question utilizing the disciplinary knowledge and skills from the formative performance tasks. These tasks may be accomplished individually and collaboratively as the tasks become increasingly complex throughout the inquiry.

This inquiry utilizes a disciplinary approach as students incorporate content and skills in civics, economics, geography, and history (United States history and world history) which provides multiple lenses through which students investigate the complexity of the compelling question and support the understanding that decisions often have intended and unintended consequences for individuals, groups, and institutions. The inquiry also utilizes an interdisciplinary approach that blends social studies with the arts and humanities. This promotes literacy in history and social studies through opportunities for students to enhance reading, writing, listening, viewing, and speaking skills, including informative and argumentative writing, while also promoting creativity through artwork. These approaches allow students to investigate multiple perspectives through various source materials that address diverse learner styles and provide deep and rigorous learning experiences.

Staging the Compelling Question

Utilizing a primary source photograph of former First Lady Eleanor Roosevelt holding a copy of the UN *Universal Declaration of Human Rights*, teachers will stage the compelling question, “*Are All People Protected by United Nations (UN) Human Rights?*” Teachers will prompt students to examine the photograph, brainstorm examples of basic human rights, and then explain why those rights are necessary. Students may work individually, in pairs, or small groups before sharing their results in a whole-class discussion.

Supporting Question 1

The first supporting question — *What are children’s rights, and how do they relate to human rights?* — has students inquire whether human rights include children’s rights. This question may lead students to examine whether human rights are universal, regardless of age. This formative performance task asks students to create an evidence-based list of children’s rights and briefly explain the need for those rights.

C3 TEACHERS

Featured Source A is the *Declaration of the Rights of the Child*, adopted by the UN General Assembly in 1959. Source A contributes to the inquiry by listing specific rights that the UN considers basic rights of children around the world. This allows students the opportunity to examine why those specific rights are included and discuss challenges to and opportunities for the implementation of those rights.

Featured Source B is the Amnesty International article entitled “*Is My Phone Powered by Child Labour?*” This article is accompanied by a brief video which creates a two-part source that allows students to examine contemporary concerns regarding children’s rights in a global context and the extent to which economic decisions by governments, companies, and consumers may intentionally or unintentionally impact such rights.

Featured Source C is an oral history video clip that features the Little Rock Nine discussing their experiences of attending classes during integration at Little Rock Central High School in Little Rock, Arkansas. This source provides opportunities to examine first-hand accounts of these students’ personal experiences during the civil rights era in the United States.

Collectively, these sources allow students to examine the historical, social, political, and economic implications of children’s rights in the United States and around the world.

Supporting Question 2

For the second supporting question — *What are women’s rights, and how do they relate to human rights?* — students write an evidence-based summary about women’s rights, including challenges to and opportunities regarding those rights. In addition to the resources from the previous supporting question, the featured sources for Supporting Question 2 provide students with materials that allow them to further explore whether all people have human rights while focusing on the rights of women.

Featured Source A is the UN *Universal Declaration of Human Rights*. Source A allows students to examine 30 specific human rights that were identified in 1948 by the UN as the essential, fundamental rights of all people around the world.

Featured Source B is Malala Yousafzai’s Noble Peace Prize acceptance speech. This source highlights the rights of women and provides additional information regarding education as a right for female students, which also addresses Supporting Question 1.

Featured Source C is a 1917 political cartoon on women’s suffrage in the United States entitled *The Steam Roller*. Source C allows students to examine challenges and opportunities regarding the right for women to vote in the United States.

Collectively, these sources allow students to examine the historical, social, political, and economic implications of women’s rights in the United States and around the world.

Supporting Question 3

The third supporting question— *What are civil rights, and how do they relate to human rights?* —asks students to write an evidence-based paragraph about civil rights, including challenges to and opportunities regarding those rights. In addition to the previously featured sources, the sources for this task allow students to examine human rights by exploring civil rights in the United States and around the world.

Featured Source A is Nelson Mandela’s Nobel Peace Prize acceptance speech. Source A allows students to examine human rights by exploring the words of Nelson Mandela, a former South African president and Nobel Peace Prize winner who led the movement to end Apartheid, the segregation of races in South Africa.

Featured Source B is an excerpt from Martin Luther King, Jr.’s *I Have A Dream* speech. Source B allows students to examine human rights through the insights of a prominent civil rights leader in the United States who advocated for justice and equality.

Featured Source C is a 1957 photograph of Elizabeth Eckford, an African-American student who was part of the Little Rock Nine, as she attempted to attend school amidst a crowd protesting integration at Little Rock Central High School in Little Rock, Arkansas. This source provides students with a virtual field trip to a national historic site. Source C allows students to explore the extent to which civil rights and children’s rights can be examined within the context of human rights, given concerns with segregation and inequality during the civil rights era in the United States.

Collectively, these sources allow students to examine the historical, social, political, and economic implications of civil rights in the United States and around the world.

Summative Performance Task

At this point in the inquiry, students have examined whether human rights include rights for all people. To support this inquiry, students have examined supporting questions regarding children’s rights, women’s rights, and civil rights. Students have also examined at least nine sources including relevant current and primary source documents, primary source photographs, oral histories, and political cartoons that explore those issues throughout United States history and world history.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “*Are All People Protected by United Nations (UN) Human Rights?*” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Specifically, the Summative Performance Task includes students constructing a written argument (essay) that answers the compelling question using relevant evidence from historical sources to support specific claims and counterclaims.

Students’ *arguments will likely vary, but could include any of the following:*

- **ARGUMENT STEM 1:** The existence of civil rights and human rights documents ensures that all people experience human rights in the United States and around the world.

C3 TEACHERS

- **ARGUMENT STEM 2:** The mere existence of civil rights and human rights documents does not ensure that all people experience human rights due to historical, political, social, and/or economic factors in the United States and around the world.
- **ARGUMENT STEM 3:** Human rights should include rights for all people. However, contemporary events necessitate the ongoing need to monitor and understand historical, social, political, and economic challenges to and opportunities for such rights in the United States and around the world.

To extend students' arguments, teachers may have students participate in a Socratic Seminar that answers the compelling question and student-generated supporting questions using relevant evidence from historical sources to support specific claims and counterclaims.

Students have the opportunity to Take Informed Action by drawing on their understanding of citing textual evidence from primary and secondary sources to support analysis and writing discipline-specific arguments that feature evidence-based claims and counterclaims. To *understand*, students can research contemporary human rights challenges or successes in the United States or around the world. To *assess* the issue, students can determine the extent to which current documents, laws, or programs ensure human rights in the United States or around the world. To *act*, students can promote awareness of human rights in the United States or around the world by creating original artwork (e.g., drawing, poster, collage, political cartoon) that is displayed at a local museum or art gallery.

Staging the Compelling Question

Featured Source	Source A: Photograph of Eleanor Roosevelt and the UN <i>Universal Declaration of Human Rights</i> , Lake Success, New York, November 1949. (National Archives Identifier 6120927)
------------------------	--

Source A Photograph of Eleanor Roosevelt and the UN *Universal Declaration of Human Rights*, Lake Success, New York, November 1949. (National Archives Identifier 6120927)
<https://prologue.blogs.archives.gov/2016/1209/human-rights-for-all>

Supporting Question 1

Featured Source	Source A: <i>Declaration of the Rights of the Child</i>
------------------------	--

Source A *Declaration of the Rights of the Child*
<http://www.un.org/en/sections/issues-depth/children/>

Supporting Question 1

Featured Source

Source B: Amnesty International article and video clip “*Is My Phone Powered by Child Labour?*”

Source B Amnesty International article and video clip “*Is My Phone Powered by Child Labour?*”
<https://www.amnesty.org/en/latest/campaigns/2016/06/drc-cobalt-child-labour/>

Supporting Question 1

Featured Source

Source C: Oral History video clip “*The Little Rock Nine Attend Classes*”

Source C: Oral History video clip “*The Little Rock Nine Attend Classes*”
<https://www.nps.gov/chsc/learn/historyculture/oral-history.htm>

Additional Sources:

1. Additional oral history video clips from the National Park Service that feature the Little Rock Nine, including “*State and Federal Involvement*” and “*Student Interaction*” are available at <https://www.nps.gov/chsc/learn/historyculture/oral-history.htm>
2. The Library of Congress Civil Rights History Project is available at www.loc.gov/collections/civil-rights-history-project
3. The Library of Congress features photographs of school-related civil rights history. A photograph of an African-American School (1935) is located at <http://www.loc.gov/pictures/item/2004670189/>. This photograph is part of a group of four images located at <https://www.loc.gov/exhibits/brown/brown-segregation.html> which is entitled “Separate and Unequal.” Another set of photographs is available, entitled “An African-American Schoolhouse.”

Supporting Question 2

Featured Source

Source A: Malala Yousafzai's Noble Peace Prize speech

Source A: Malala Yousafzai's Noble Peace Prize speech

<https://www.nobelprize.org/prizes/peace/2014/yousafzai/26074-malala-yousafzai-nobel-lecture-2014/>

This source provides the speech in its entirety from which excerpts may be used.

Supporting Question 2

Featured Source

Source B: *Universal Declaration of Human Rights*Source B: *Universal Declaration of Human Rights*<http://www.un.org/en/universal-declaration-human-rights/>

Additional Sources:

Additional information on the *Universal Declaration of Human Rights* is available at<https://www.gilderlehrman.org/content/eleanor-roosevelt-democracy-and-citizenship>

Supporting Question 2

Featured Source

Source C: Political Cartoon on women's suffrage (1917) - *The Steam Roller*Source C: Political Cartoon on women's suffrage (1917) - *The Steam Roller*<http://www.loc.gov/pictures/item/2001695516/>

Supporting Question 3

Featured Source

Source A: Nelson Mandela's Nobel Peace Prize speech

Source A: Nelson Mandela's Nobel Peace Prize speech

<https://www.nobelprize.org/prizes/peace/1993/mandela/26130-nelson-mandela-nobel-lecture-1993/>

This source provides the speech in its entirety from which excerpts may be used.

Supporting Question 3

Featured Source

Source B: Martin Luther King, Jr.'s *I Have A Dream* speechSource B: Martin Luther King, Jr.'s *I Have a Dream* speech<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/king.dreamspeech.excerpts.pdf>This source provides an excerpt of Martin Luther King, Jr.'s *I Have a Dream* speech.

Supporting Question 3

Featured Source

Source C: Photograph of Elizabeth Eckford, Little Rock Central High School, Little Rock, Arkansas (1957)

Source C: Photograph of Elizabeth Eckford, Little Rock Central High School, Little Rock, Arkansas (1957)

<https://www.gilderlehrman.org/history-by-era/civil-rights-movement/resources/first-day-integration-central-high-school-little-rock>

This photograph engages students by transporting them to a national historic site, Little Rock Central High School in Little Rock, Arkansas.

From the Gilder Lehrman website above, click the phrase "Students Entering School Building." This will direct you to the National Park Service photograph, located at <https://www.nps.gov/nr/twhp/wwwlps/lessons/crandall/CRimages/CRimg7bh.jpg>