



# Equality: Are Some More Equal than Others?

## Unit Summary

Students take part in a series of activities to develop an understanding of how individuals throughout the world have worked to achieve equal rights for themselves and others. Students are introduced to the topic of human rights by creating a timeline that depicts the history of human rights in a specific area relevant to students. Following this, groups of three to six students select a specific topic related to human rights around the world to investigate further. Within the group, each person researches a person who has been active in human rights and takes on that person's role during a simulated international conference on human rights. The final project is the production of a newsletter focusing on human rights in a specific country. At the end of the unit, students take a written exam that requires them to synthesize the information from the conference and the newsletters.

## Curriculum-Framing Questions

- **Essential Question**

Whose responsibility is it to create the conditions that promote equal rights for all?

- **Unit Questions**

Why does the definition of human rights vary among different cultures and countries?

What are ways in which individuals influence public policy on human rights issues?

- **Content Questions**

What issues have historically been significant in the human rights movement, in your country and around the globe?

What significant events have occurred in struggles for equality, in your country and around the world?

Who are some people who have participated in human rights movements, and what were their contributions?

## Assessment Processes

View how a variety of student-centered [assessments](#) are used in the Equality: Are Some More Equal Than Others? Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

## Instructional Procedures

### Days 1–3: Human Rights Timeline

Show the [introductory multimedia presentation](#) and conduct a short discussion on what students know about human rights in their country and around the world as well as the Unit Question, *Why does the definition of human rights vary among different cultures and countries?*

Choose a human rights topic that is relevant to your students to examine as an introduction to the topic (such as civil rights, religious freedom, rights of children, and so forth).

Present video and/or Web materials related to human rights topic selected (such as the PBS video on women's rights, *Not for Ourselves Alone*).

Using the [timeline resources](#) handout, select a resource related to the area of human rights you have chosen for your class to investigate, and divide the timeline into sections. Assign one section to each group of three to six students. Distribute the [human rights timeline assignment sheet](#) and the [timeline rubric](#) to all students. Discuss guidelines for the activity and answer any questions. Direct each group to use the Web site timeline on the topic you chose for the class to

### At a Glance

**Grade Level:** 9-12

**Subjects:** United States History, Government, Contemporary World Issues

**Topics:** Human Rights, Civil Rights, Universal Suffrage

**Higher-Order Thinking**

**Skills:** Investigation, Synthesis, Evaluation

**Key Learnings:** Historical Analysis, Political Responsibility

**Time Needed:** 13 class periods over 5 weeks

**Background:** New Mexico, United States

### Things You Need

[Assessment](#)  
[Standards](#)  
[Resources](#)

create, and identify information to be investigated further. The timeline should be completed by the end of the second day. Show the [women's rights timeline](#) as an example of how one section of a timeline would look. (This activity is intended to be exploratory and may not need to be evaluated, although a rubric is provided.) After students complete their sections of the timeline, ask them to create questions as described on the timeline assignment sheet.

Collect questions written by the groups about their timelines at the end of the second day and shuffle them into sets to be answered by groups on Day 3.

Give students time to look over all the timelines, and then give each group a set of five questions to answer on chart paper. A spokesperson for the group should share the group's responses with the class.

After the group presentations, conduct a whole-class discussion on the following questions:

- *What motivated the people who played a role in the struggle for rights on the topic they investigated?*
- *How is this struggle relevant, here and today?*
- *Who is responsible for ensuring that all people have equal rights?*
- *In what ways can individuals influence public policy on human rights issues?*

### **Days 4–8: International Conference**

Distribute the [international conference assignment sheet](#), and assign the International Conference presentations in which groups of students select an area of human rights (such as children's rights, political imprisonment, employment, or violence against women) and investigate the issue around the globe. Ask students to examine the timelines and look at some of the recommended Web sites to choose a topic to investigate. Give students three to four days to work on their presentations, monitoring their progress using the [international conference job aid](#) and [conference presentation rubric](#).

Ask students to take notes during the presentations, especially as they relate them to the Essential Question, *Whose responsibility is it to create the conditions that promote equal rights for all?* Students will be able to use these notes in the final written exam.

### **Days 9–12: Publication**

Assign a [newsletter](#) in which groups of students select one country, investigate several historical or current human rights issues, and write articles about the issues. Monitor progress using the [newsletter job aid](#) and [newsletter rubric](#). See the example on [women's rights in India](#).

### **Days 13–14**

Give students a copy of the [United Nations Universal Declaration of Human Rights](#)\*. In a class discussion, have students come up with the 10 most important rights listed in the document. The rights should not be listed in any kind of order.

Using the [Visual Ranking Tool](#), place students in groups and ask them to rank the rights from different perspectives and then compare their rankings using the following questions:

- *How would they as a group rank the rights?*
- *How do they think one of the countries researched by the class would rank them?*
- *How might different groups struggling to achieve equality rank them?*

After the ranking activity, ask students to discuss the following questions in small or large groups:

- *What rights might have been more important in the past than now?*
- *What rights might have been less important in the past than now?*
- *What new rights might surface in the future?*
- *What can or should ordinary people do to help others achieve equality in human rights?*

Be sure to review comments written by the students while using the tool in order to assess understanding and higher-order thinking.

Distribute the [final exam assignment sheet](#) the day before the exam and encourage students to collect any information they think they can use to bring with them.

On the final day of the unit, ask students to write a unit essay exam in response to the following prompt:

- *What conditions create equal rights for all citizens, and who is responsible for creating those conditions?*

Ask students to use specific information from their own research, the International Conference presentations, and the newsletters to support their conclusions. Students can use the [final exam rubric](#) to guide their work.

### **Prerequisite Skills**

- Basic word processing and research skills
- Use of publishing, spreadsheet, and multimedia presentation software

### **Differentiated Instruction**

## **Resource Student**

- Group the class into small, heterogeneous groups to provide support for all students
- Provide choices that allow the student to participate equally in the project while using materials at their ability level that interest them
- Provide frequent checkpoints and job aids to help the student stay focused and on track

## **Gifted Student**

- Encourage the student to select more challenging texts to read, research topics in more depth, and apply higher-level thinking to the assigned tasks

## **English Language Learner**

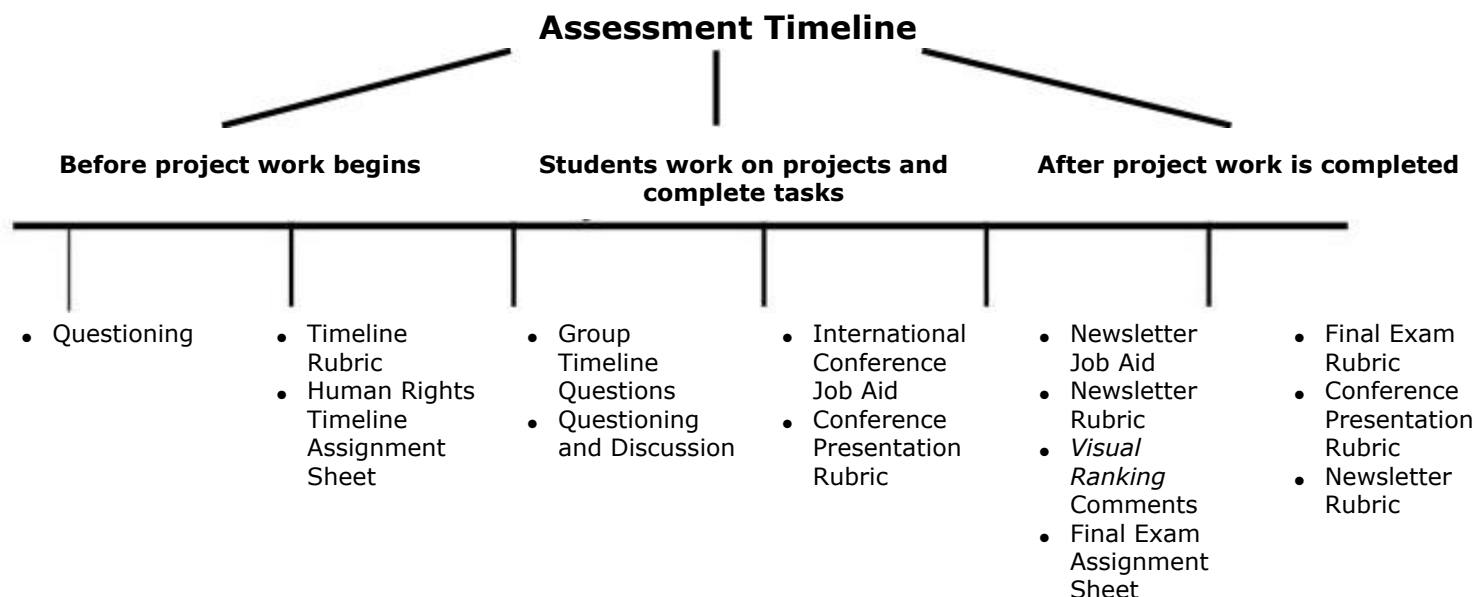
- Allow the student to conduct research in the student's native language, even to investigate the student's country of origin if desired
- Encourage the student to bring special knowledge of another culture into the classroom
- Form heterogeneous groups to allow the student to practice using English for a purpose in an informal environment

## **Credits**

A teacher participating in the Intel® Teach Program developed this idea for a classroom project. A team of teachers expanded the plan into the example you see here.

# Designing Effective Projects: Equality Assessment Plan

## Assessment Plan



Students use the [timeline rubric](#) and the [human rights timeline assignment sheet](#) as guides for the activity and to help them stay on track during their explorations. The quality of the comments in their *Visual Ranking Tool* project, and the questions and answers in their group presentations help both teacher and students monitor progress and understanding of the content. Questioning and discussion take place throughout the unit to help students develop their higher-order thinking skills and process content. Ask students to use the [international conference job aid](#) and [conference presentation rubric](#) to self-assess their progress on their presentations. The rubric is also used to assess presentations. Students use the [newsletter job aid](#) and [newsletter rubric](#) to help them self-assess work prior to completion. The [newsletter rubric](#) is also used to assess and grade the final project. Introduce the [final exam assignment sheet](#) and [final exam rubric](#) to students before they begin their culminating essays to clearly lay out expectations. After students complete the exam, use the rubric to grade their unit essay exams.

# Designing Effective Projects: Equality Content Standards and Objectives

## Targeted Content Standards and Benchmarks New Mexico Standards

- Analyze concepts such as role, status, and social class during conflicts among individuals
- Apply ideas, theories, and modes of historical inquiry to understand historical and contemporary developments in order to make informed decisions and take appropriate action concerning public policy issues
- Analyze historical periods and patterns of change within and across cultures
- Evaluate the roles of citizens and their participation and involvement in civic projects

## ISTE Technology Performance Indicators

- Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity
- Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning
- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works

## Student Objectives

Students will be able to:

- Identify significant events and people in various struggles for human rights
- Generate high-level questions about human rights issues
- Make comparisons between historical and international human rights struggles and current issues
- Recognize and understand the different ways in which human rights are understood and interpreted around the globe and throughout history
- Use a variety of research skills to find, interpret, and synthesize information
- Make effective oral and written presentations using software
- Interpret historical events in terms of their cultural context
- Collaborate with peers effectively to plan and develop products
- Form and defend personal opinions about human rights issues

# Designing Effective Projects: Equality Resources

## Materials and Resources

### Supplies

- Chart paper

### Internet Resources

#### Resources About Human Rights

- Human Rights Resource Center  
[www.hrusa.org](http://www.hrusa.org)\*  
A collection of human rights print and media resources
- Human Rights Watch  
[www.hrw.org](http://www.hrw.org)\*  
Information about human rights around the world, conveniently organized by geographic area
- Universal Declaration of Human Rights  
[www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)\*  
Statement by the United Nations, available in over 300 languages
- Amnesty International  
[www.amnesty.org](http://www.amnesty.org)\*  
A highly political organization dedicated to promoting human rights around the world
- Human Rights Education Associates  
[www.hrea.org/sitemap.html](http://www.hrea.org/sitemap.html)\*  
A collection of resources for teachers and students in different languages
- National Archives and Records Administration  
[www.archives.gov/search](http://www.archives.gov/search)\*  
A searchable database with primary documents and other information

#### Resources about Women's Rights

- WWWomen  
[www.wwwomen.com/category/histor1.html](http://www.wwwomen.com/category/histor1.html)\*  
A general site about women's issues
- Historical Text Archive  
<http://historicaltextarchive.com/links.php?op=viewlink&sid=0&cid=20>\*  
A collection of historical texts related to women's history
- Internet Women's History Sourcebook  
[www.fordham.edu/halsall/women/womensbook.html#Latin%20America](http://www.fordham.edu/halsall/women/womensbook.html#Latin%20America)\*  
A collection of essays and other writings about women from ancient times to the present and around the world (some information may be too sophisticated for some students)
- American Memory Collections  
<http://memory.loc.gov/ammem/mdbquery.html>\*  
A searchable site with many primary documents, including sheet music, advertisements, and photographs
- Encyclopedia Britannica's Guide to Women's History  
<http://search.eb.com/women/pri/Q00162.html>\*  
Profiles of 300 women who changed the world
- "The Subjection of Women " by John Stuart Mill  
[www.constitution.org/jsm/women.htm](http://www.constitution.org/jsm/women.htm)\*  
Mill's 1869 essay on women that served as a foundation for many arguments for women's suffrage
- Women's Rights and Gender Issues  
[www.twinside.org.sg/women.htm](http://www.twinside.org.sg/women.htm)\*  
Information on global issues related to women
- Anti-suffrage Arguments and Activists  
<http://womenshistory.about.com/od/suffrageanti>\*  
Resources about women who opposed women's suffrage

#### Resource about Teaching Primary Documents

- Teaching with Documents  
[www.edteck.com/dbq/more/analyzing.htm](http://www.edteck.com/dbq/more/analyzing.htm)\*  
Information on how to incorporate the use of primary documents in history classes Other Resources Burns, K. (Director). (1999). Not for ourselves alone: The story of Elizabeth Cady Stanton & Susan B. Anthony. [VHS/DVD].

Alexandria, VA: PBS Paramount.

**Technology—Hardware**

- Computers for researching information about human rights around the world

**Technology—Software**

- Desktop publishing to create newsletters
- Word processing for the final essay exam
- Spreadsheet software to create the timeline
- Multimedia presentation software for the International Conference presentation

## Human Rights Timeline Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	<p>A diverse group of four or more people are depicted through photos or drawings.</p> <p>At least three quotes are included that represent significant points of view or ideas on the topic.</p> <p>At least two examples of music, art, and literature are included.</p> <p>Each piece on the timeline is significant to the struggle for human rights.</p>	<p>At least four people are depicted in the timeline, and the reason for their selection is clear.</p> <p>At least three important quotes are included.</p> <p>At least one example of music, art, and literature is included.</p> <p>Components are selected because of their significance.</p> <p>All pieces on the timeline are related to the struggle for human rights.</p>	<p>At least three people are depicted in the timeline, but the reason for their selection may not be clear.</p> <p>At least two quotes are included, but the reason for their selection may not be clear.</p> <p>At least one example of music, art, or literature is included.</p> <p>Some pieces on the timeline are related to the struggle for human rights, but they may not be significant.</p>	<p>Two or fewer people are depicted, and the reason for their selection is not clear.</p> <p>Only one quote is included.</p> <p>No examples of music, art, or literature are included.</p> <p>Many pieces on the timeline are not related to the struggle for human rights.</p>
<b>Appearance</b>	<p>All items are clearly labeled or captioned appropriately.</p> <p>The timeline is neat, colorful and attractive.</p> <p>The timeline contains no spelling or punctuation errors.</p>	<p>Most items are labeled or captioned appropriately.</p> <p>The timeline is neat.</p> <p>The timeline contains a few spelling or punctuation errors, none of which detract from meaning.</p>	<p>Few items are labeled or captioned, or labels do not fit the items.</p> <p>Timeline is messy or unorganized.</p> <p>The timeline contains some spelling and punctuation errors that detract from meaning.</p>	<p>Items are not labeled or captioned.</p> <p>Timeline is messy and unorganized.</p> <p>The timeline contains numerous spelling and punctuation errors that detract from meaning.</p>
<b>Questions</b>	<p>All of the requirements for the types of questions are met.</p> <p>Literal questions focus on important facts that had a great impact on the human rights movement.</p> <p>Connection and synthesis questions have many possible "correct" answers and require the knowledge of facts about the topic.</p>	<p>Most of the requirements for the types of questions are met.</p> <p>Literal questions focus on facts that had an impact on human rights.</p> <p>Connection and synthesis questions have a variety of possible answers.</p>	<p>Some of the requirements for the types of questions are met.</p> <p>Literal questions sometimes focus on insignificant facts.</p> <p>Connection and synthesis questions have a limited number of possible answers.</p>	<p>Most of the requirements for the types of questions are not met.</p> <p>Literal questions focus on insignificant facts.</p> <p>Connection and synthesis questions are similar to literal questions.</p>



	<p>Connection questions require students to examine the entire timeline carefully, noticing facts and inferring themes from the components.</p> <p>The synthesis question requires students to construct “big ideas” from the timeline, connecting the ideas with information from other units, other courses, and their personal lives.</p>	<p>Connection questions require students to connect the important information in your section to the information in other sections.</p> <p>The synthesis question asks students to combine information from several sources.</p>	<p>Connection questions focus on shallow ideas.</p> <p>The synthesis question asks students to combine information from the timeline with just one or two sources.</p>	<p>Connection questions do not ask students to make connections between ideas.</p> <p>The synthesis question asks students to get information just from the timeline.</p>
<b>Process</b>	<p>The timeline was completed on or ahead of time.</p> <p>All group members participated equally in the project. Group members supported each other, found ways to help each other in areas of weakness, and took advantage of areas of strength.</p>	<p>The timeline was completed on time.</p> <p>All group members participated equally. If problems arose, a reasonable attempt was made to work them out within the group.</p>	<p>The timeline was one day late.</p> <p>Work level was distributed unequally, or problems were ignored or exacerbated by group members’ responses.</p>	<p>The timeline was more than one day late.</p> <p>The group was dysfunctional and no efforts were made to resolve problems.</p>

# Equality: Are Some More Equal than Others?

## Human Rights Timeline

### Purpose of Activity:

To help you develop a historical perspective about a specific area of human rights.

### Project Overview:

Working with a small group, create a section of a timeline recording people, documents, and events in the history of a specific human rights topic.

### Instructions:

1. Record the time period your group was assigned.
2. Search the Internet to find specific information about people, documents, and events that figured in the struggle for human rights. Look for a variety of materials, such as:
  - People
  - Events
  - Speeches
  - Publications
  - Political Documents
  - Art, Music, and Literature
3. Use a spreadsheet program to create an electronic timeline. Make sure you have a mixture of text and graphics and that your timeline is visually balanced, neat, and attractive. Use color and labels to help viewers understand what you have created. (Check the Timeline Rubric for more information about the appearance of your timeline.)
4. With your group, write five questions about your timeline (check the Timeline Rubric for more information):
  - Literal Questions—Two questions should ask for literal information that can be easily located on the timeline.
  - Connection Questions—Two questions should require people to connect your section of the timeline to other sections.
  - Synthesis Question—One question should require people to form an opinion that connects the information in the entire timeline to a variety of other sources.

# Equality: Are Some More Equal than Others?

## Conference Presentation Job Aid

1 Who is in your group?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2 What topic is your group researching? Due Date \_\_\_\_\_

\_\_\_\_\_ Approved \_\_\_\_\_

3 Who will your group members be researching? Due Date \_\_\_\_\_

Student	Person to Research	Approved
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4 What are some questions that might be asked by the audience?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approved \_\_\_\_\_

5 What settings, props, or costumes will you need? Due Date \_\_\_\_\_

\_\_\_\_\_  
Approved \_\_\_\_\_

6 Prepare a multimedia presentation, including at least six slides from each group.

7 Prepare a handout about your panel discussion. Due Date \_\_\_\_\_

Excerpts from all speakers' comments	
Correct citations for all quotes	
List of annotated references	
Proofread for spelling, punctuation, and capitalization	

## Equality: Are Some More Equal Than Others? International Conference Presentation Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Speakers (Group)</b>	Each member of our group represents a different perspective (such as sex, ethnicity, nationality, historical time period, or position on human rights).	At least three different perspectives are represented by our group members.	Two or fewer perspectives are represented by our group.	No diversity of perspectives are represented by our group.
<b>Multimedia Presentations (Individual)</b>	<p>My content is well organized, and I have used headings or bulleted lists to group related material.</p> <p>The graphics, color, and animation in my presentation enhances the content.</p> <p>My presentation contains no mechanical errors, and the format follows technical writing standards (such as parallel construction).</p>	<p>My content is organized, and I have used headings or bulleted lists to group related material.</p> <p>I made an effort to use graphics, color, and animation effectively.</p> <p>My presentation contains very few mechanical errors, and the format generally follows technical writing standards.</p>	<p>My content is fairly well organized, and I have used headings or bulleted lists to group related material.</p> <p>My presentation is unappealing visually or visual enhancements overpower the content.</p> <p>My presentation contains some mechanical errors that detract from meaning.</p>	<p>My content is not organized. Too much or not enough information may appear on individual slides.</p> <p>The appearance of my presentation detracts from the content.</p> <p>My presentation contains numerous errors that detract from meaning.</p>
<b>Speaking Presentations (Individual)</b>	<p>My presentation includes in-depth references to the following required topics:</p> <ul style="list-style-type: none"> <li>• Concepts such as role, status, and social class during conflicts among individuals</li> <li>• Roles of citizens and their participation and involvement in civic projects</li> </ul> <p>My presentation reflects the general point of view of the speaker, and I incorporate at least two direct quotes that fit in naturally with the overall discussion.</p>	<p>My presentation reflects an ability to discuss the following required topics:</p> <ul style="list-style-type: none"> <li>• Concepts such as role, status, and social class during conflicts among individuals</li> <li>• Roles of citizens and their participation and involvement in civic projects</li> </ul> <p>My presentation may incorporate direct quotes that address the questions and reflect the general point of view of the speaker.</p>	<p>At times, my presentation reflects a superficial discussion of the following required topics:</p> <ul style="list-style-type: none"> <li>• Concepts such as role, status, and social class during conflicts among individuals</li> <li>• Roles of citizens and their participation and involvement in civic projects</li> </ul> <p>My presentation may incorporate direct quotes inappropriately and/or fail to reflect the general point of view of the speaker.</p>	<p>My presentation fails to address the following required topics in any significant way:</p> <ul style="list-style-type: none"> <li>• Concepts such as role, status, and social class during conflicts among individuals</li> <li>• Roles of citizens and their participation and involvement in civic projects</li> </ul> <p>My presentation does not include any direct quotes and fails to reflect the general point of view of the speaker.</p>

	<p>My presentation reflects the historical, social, and political context of the speaker.</p> <p>My responses to the audience's questions shows my deep understanding of the speaker's point of view and background.</p> <p>I am completely prepared and have obviously rehearsed.</p> <p>I consistently use gestures, eye contact, voice, and enthusiasm to keep the audience's attention.</p>	<p>My presentation reflects the contexts of the speaker's life.</p> <p>My responses to the audience's questions show my understanding of the speaker's point of view.</p> <p>I seem prepared but might have needed a couple more rehearsals.</p> <p>I frequently use gestures, eye contact, voice, and enthusiasm to keep the audience's attention.</p>	<p>My presentation reflects some of the contexts of the speaker's life or does so only superficially.</p> <p>My responses to the audience's questions show my limited understanding of the speaker's point of view.</p> <p>I am somewhat prepared, but I clearly needed a few more rehearsals.</p> <p>I sometimes use gestures, eye contact, voice, and/or enthusiasm to keep the audience's attention.</p>	<p>My presentation does not reflect the contexts of the speaker's life.</p> <p>My responses to the audience's questions show a misunderstanding of the speaker's point of view.</p> <p>I do not seem at all prepared to present.</p> <p>I use limited or no gestures, eye contact, voice, and/or enthusiasm to keep the audience's attention.</p>
<b>Presentation (Group)</b>	<p>Our conference is well organized, follows the time limitations, and flows well.</p> <p>Our settings, props, and costumes, as appropriate, contribute to the meaning of our speakers' comments.</p> <p>Our multimedia presentation includes introductory and concluding slides that set the theme, engage the audience, and leave them with something to think about.</p>	<p>Our conference is organized and follows the time limitations.</p> <p>Our settings, props, and costumes, as appropriate, somewhat contribute to the meaning of our speakers' comments.</p> <p>Our multimedia presentation includes engaging introductory and concluding slides.</p>	<p>Our conference appears disorganized, and responses are either too brief or too long.</p> <p>Our settings, props, and costumes detract from the meaning of our speakers' comments.</p> <p>Our multimedia presentation includes introductory and concluding slides.</p>	<p>Our conference appears thrown together, and most speakers seem unprepared.</p> <p>We use little or no settings, props, or costumes.</p> <p>Our multimedia presentation is not connected with introductory or concluding slides.</p>

<p><b>Handout (Group)</b></p>	<p>Our selected quotes are informative, provocative, significant, and correctly cited.</p> <p>Our resources are annotated in ways that make them useful to others.</p> <p>Our information is organized on the page in a way that makes it easy to find and use.</p> <p>We have no spelling, punctuation, or capitalization errors.</p>	<p>Our important quotes are included and generally cited correctly.</p> <p>Our resources are annotated.</p> <p>Our information is organized.</p> <p>We have few spelling, punctuation, or capitalization errors, and they do not detract from meaning.</p>	<p>Our quotes may not be selected for their significance and are either not cited or cited incorrectly.</p> <p>Our resources may not be annotated or may be annotated poorly.</p> <p>Our information is somewhat unorganized.</p> <p>We have spelling, punctuation, or capitalization errors that sometimes detract from meaning.</p>	<p>Our quotes are not included or are selected inappropriately.</p> <p>Our resources are not included or poorly annotated throughout.</p> <p>Our information is unorganized.</p> <p>We have numerous errors that detract from meaning.</p>
<p><b>Process (Group and Individual)</b></p>	<p>Each stage of our project was completed on or ahead of time.</p> <p>All group members participated equally in the project and each member produced excellent work.</p> <p>Our group members supported each other, found ways to help each other in areas of weakness, and took advantage of each other's areas of strength.</p>	<p>Each stage of our project was completed on time.</p> <p>All group members participated equally.</p> <p>When problems arose, a reasonable attempt was made to work them out within the group.</p>	<p>More than one stage of our project was late.</p> <p>Work level was distributed unequally within our group.</p> <p>Problems were ignored or exacerbated by group members' responses.</p>	<p>Most of the stages of our project were late.</p> <p>Our group was dysfunctional and little or no efforts were made to resolve problems.</p>

# Newsletter Job Aid

1 Who is in your group?

_____	_____
_____	_____
_____	_____

2 What country will you be researching? Due

\_\_\_\_\_ Checkpoint \_\_\_\_\_

3 Who will do what? Due

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Checkpoint \_\_\_\_\_

4 Timeline Due

Task	Person Responsible	Due Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint \_\_\_\_\_

5 Turn in a reflection answering the following questions:

- What did you learn from this activity?
- Describe what you did on the newsletter and what each of your group members did.

## Human Rights Newsletter Rubric

	4	3	2	1
<b>Content</b>	<p>Articles reflect critical thinking, synthesis of information from different sources, and historical thinking, and include the following:</p> <ul style="list-style-type: none"> <li>• Explanation of current issues in a historical context</li> <li>• Description of people who have played a role in the human rights movement in the country, including personal characteristics and political and social conditions that contributed to their success</li> <li>• Editorial to persuade readers to support the movement and information on how to get involved</li> </ul>	<p>Articles address all of the following required components to some degree, although some are not be as in-depth as others:</p> <ul style="list-style-type: none"> <li>• Explanation of current issues in a historical context</li> <li>• Description of people who have played a role in the human rights movement in the country, including personal characteristics and political and social conditions that contributed to their success</li> <li>• Editorial to persuade readers to support the movement and information on how to get involved</li> </ul>	<p>Articles are missing one or more of the following components and/or address requirements superficially:</p> <ul style="list-style-type: none"> <li>• Explanation of current issues in a historical context</li> <li>• Description of people who have played a role in the human rights movement in the country, including personal characteristics and political and social conditions that contributed to their success</li> <li>• Editorial to persuade readers to support the movement and information on how to get involved</li> </ul>	<p>Articles fail to address the following requirements in major ways:</p> <ul style="list-style-type: none"> <li>• Explanation of current issues in a historical context</li> <li>• Description of people who have played a role in the human rights movement in the country, including personal characteristics and political and social conditions that contributed to their success</li> <li>• Editorial to persuade readers to support the movement and information on how to get involved</li> </ul>
<b>Writing</b>	Newsletter articles are well written, interesting, and engage the reader.	Newsletter articles are well organized, clear, and coherent.	Newsletter articles are somewhat poorly written.	Newsletter articles are poorly written.
<b>Mechanics</b>	Newsletter content has been carefully edited and is error free.	Newsletter content has no errors that detract from meaning.	Newsletter content has some errors that detract from meaning.	Articles have numerous errors that detract from meaning.
<b>Completion</b>	Each stage of the project was completed on or ahead of time.	Each stage of the project was completed on time.	One or more stages of the project were not completed on time.	Most stages of the project were not completed on time.
<b>Participation</b>	All group members participated equally and treated each other with respect. Group members supported each other, found ways to help each other in areas of weakness and took advantage of each others' areas of strength.	All group members participated equally. When problems arose, a reasonable attempt was made to work them out within the group.	Work level was distributed unequally. Problems were ignored or exacerbated by group members' responses.	The group was dysfunctional and few or no efforts were made to resolve problems.



# **Equality: Are Some More Equal than Others? An International Study of Human Rights**

## **Unit Exam Assignment Sheet**

- 1 Write a well-organized essay using what you have learned in this unit to answer the following question:
  - What conditions create equal rights for all citizens, and whose responsibility is it to create these conditions?
- 2 In your essay, include references to the following questions as they relate to a variety of topics:
  - How has the definition of human rights changed throughout history?
  - Why does the definition of human rights vary among different cultures and countries?
  - What are ways in which individuals influence public policy on human rights issues?
  - What political, social, and cultural conditions promote equality among humans?
  - What issues related to human rights might become significant in the future?
- 3 Include specific references to:
  - People
  - Events
  - Laws, Declarations, and Policies
- 4 Use any available resources (notes and timelines) to help you.

## Human Rights Final Exam Rubric

Essay Prompt: *What conditions create equal rights for all citizens, and who is responsible for creating those conditions?*

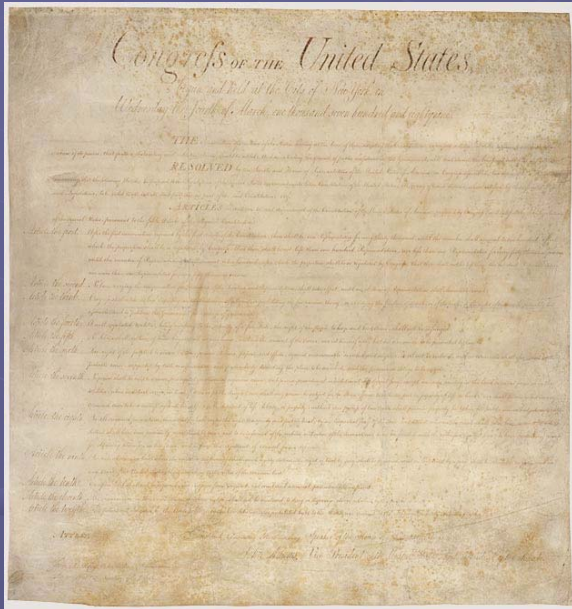
	4	3	2	1
<b>Essential Components</b>	<p>Essay thoroughly addresses all of the following required components:</p> <ul style="list-style-type: none"> <li>• Conditions that create equal rights</li> <li>• Responsibility for creating these conditions</li> <li>• Changing definition of human rights</li> <li>• Public policy influences on human rights issues</li> <li>• Political, social, and cultural conditions that promote equal rights</li> <li>• Future human rights issues</li> </ul>	<p>Essay includes all of the following required components, but some are addressed less thoroughly or in less depth than others:</p> <ul style="list-style-type: none"> <li>• Conditions that create equal rights</li> <li>• Responsibility for creating these conditions</li> <li>• Changing definition of human rights</li> <li>• Public policy influences on human rights issues</li> <li>• Political, social, and cultural conditions that promote equal rights</li> <li>• Future human rights issues</li> </ul>	<p>Essay is missing one or more of the following required components or addresses them superficially:</p> <ul style="list-style-type: none"> <li>• Conditions that create equal rights</li> <li>• Responsibility for creating these conditions</li> <li>• Changing definition of human rights</li> <li>• Public policy influences on human rights issues</li> <li>• Political, social, and cultural conditions that promote equal rights</li> <li>• Future human rights issues</li> </ul>	<p>Essay is missing significant pieces of the following required components:</p> <ul style="list-style-type: none"> <li>• Conditions that create equal rights</li> <li>• Responsibility for creating these conditions</li> <li>• Changing definition of human rights</li> <li>• Public policy influences on human rights issues</li> <li>• Political, social, and cultural conditions that promote equal rights</li> <li>• Future human rights issues</li> </ul>
<b>Historical Inquiry</b>	<p>The author uses specific facts and events to:</p> <ul style="list-style-type: none"> <li>• Apply ideas, theories, and modes of historical inquiry to understand historical and contemporary developments</li> <li>• Evaluate the roles of citizens and their participation and involvement in civic projects</li> </ul>	<p>The author uses some specific facts to:</p> <ul style="list-style-type: none"> <li>• Interpret events in historical contexts</li> <li>• Discuss citizen involvement</li> </ul>	<p>The author makes a halfhearted attempt to use specific facts to think historically or in-depth about citizen involvement.</p>	<p>The author does not use specific facts to think historically or about citizen involvement.</p>
<b>Organization and Mechanics</b>	<p>The essay is well organized and has few mechanical errors.</p>	<p>The essay is well organized but has some mechanical errors that do not detract significantly from the meaning.</p>	<p>The essay is poorly organized and has numerous, unnecessary mechanical errors.</p>	<p>The essay is poorly organized, undeveloped, and has numerous mechanical errors that detract from the meaning.</p>

Equality: Are Some  
More Equal than  
Others?

“All animals are equal, but some animals are more equal than others.”

Orwell, G. (2004). *Animal farm*. New York: Signet.

# United States Bill of Rights



1. Right to freedom of speech
2. Right to keep and bear arms
3. Right to consent for quartering of soldiers
4. Right against unlawful search and seizure
5. Right against double jeopardy, right not to testify against yourself and to due process
6. Right to a speedy trial, to be informed of charges, and to confront accusers
7. Right to a trial by jury
8. Right to be free from cruel and unusual punishment
9. Rights not limited to these
10. Other powers reserved to states

In spite of the Bill of Rights,  
millions of Americans have had  
to struggle to obtain equal  
rights.

# Native Americans

The Removal Act of May 28, 1830, provided for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.



"Trail of Tears" painting by Robert Lindneux in the Woolaroc Museum, Bartlesville, Oklahoma

# African Americans



*The Illustrated London News*, 1856. In J.C. Furnas, *Goodbye to Uncle Tom*, 1956, p. 278d.

In *Dred Scott v. Sanford*, the Supreme Court declared that slaves were property and not citizens of any state or of the United States.



# Women

After a long struggle, women in the United States finally received the right to vote in 1926.



# Children



Children often worked in dangerous and unhealthy conditions. In 1938, Congress passed the Fair Labor Standards Law that required employers to pay a minimum wage to children and limited the working age to 16 and older.

# Human Rights Struggles Around the World



# Political Prisoners

In many countries, people are imprisoned, even tortured and killed, for their political beliefs.



# Refugees

Many people are often forced to flee their homes because of war or other violence.



# In this unit, we will study the following questions:

- How has the definition of human rights changed throughout history?
- Why does the definition of human rights vary among different cultures and countries?
- What are ways in which individuals influence public policy on human rights issues?
- What political, social, and cultural conditions promote equality among humans?
- What issues related to human rights might become significant in the future?

# Essential Question

Whose responsibility is it to create the conditions that promote equal rights for all?

# Equality: Are Some More Equal Than Others?

## Timeline Resources

General human rights timeline

[www.udhr.org/history/timeline.htm](http://www.udhr.org/history/timeline.htm)

Human rights timeline

[www.derafsh-kaviyani.com/english/timeline.html](http://www.derafsh-kaviyani.com/english/timeline.html)

U.S. civil rights timeline (1619–2000)

[www.goerie.com/nie\\_civilrights/civil\\_rights\\_timeline\\_1619\\_-\\_1619\\_.html](http://www.goerie.com/nie_civilrights/civil_rights_timeline_1619_-_1619_.html)

U.S. voting timeline (1776–2000)

[www.progress.org/2004/vote28.htm](http://www.progress.org/2004/vote28.htm)

Timeline of African-American history (1852–1880)

<http://lcweb2.loc.gov/ammem/aap/timeline.html>

Native American chronology (1776–1830)

<http://emazyne.com/lectures/Chrono1776-1830.htm>

Latino/a history timeline

[www.historyproject.org/resources/latino\\_timeline.php](http://www.historyproject.org/resources/latino_timeline.php)

Timeline of Hispanic-American history

[www.gale.com/free\\_resources/chh/timeline/index.htm](http://www.gale.com/free_resources/chh/timeline/index.htm)

Timeline of the Holocaust

<http://history1900s.about.com/library/holocaust/bltimeline3.htm>

Timelines from current topics dealing with human rights related to the United States

[www.cooperativeresearch.org/timelines.jsp](http://www.cooperativeresearch.org/timelines.jsp)

Middle East human rights timeline

[www.pbs.org/wgbh/globalconnections/mideast/timeline/text](http://www.pbs.org/wgbh/globalconnections/mideast/timeline/text)

Timeline of South African history

<http://news.bbc.co.uk/1/hi/world/africa/1069402.stm>

Timeline of Sudan history

[http://crawfurd.dk/africa/sudan\\_timeline.htm](http://crawfurd.dk/africa/sudan_timeline.htm)

Timeline of war crimes in Kosovo

<http://hrw.org/campaigns/kosovo98/timeline.shtml>

A timeline of the Hindu-Muslim conflicts in India

[www.pbs.org/wnet/wideangle/shows/india/timeline.html](http://www.pbs.org/wnet/wideangle/shows/india/timeline.html)



# The H

<i>All states passed laws taking away women's right to vote.</i>		<i>The first anti-slavery conference is held in New York City</i>			<i>The Declaration of Sentiments was presented at the Seneca Falls convention on women's rights</i>
<b>1777</b>	<b>1821</b>	<b>1837</b>	<b>1839</b>	<b>1844</b>	<b>1848</b>
<i>Emma Hart Willard founds the Troy Female Seminary in New York--the first endowed school for girls.</i>	<i>Mississippi is the first state to say that women can hold property.</i>			<i>Female textile workers in Massachusetts organize the Lowell Female Labor Reform Association (LFLRA) and demand a 10-hour workday.</i>	

"The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her".

## Human Timeline Student Sample

### History of Women's Rights in the United States: 1777-1869



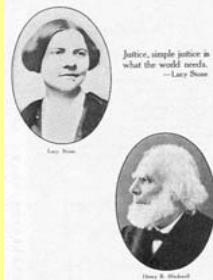
"Den dat little man in black dar, he say women can'y have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from?"  
Sojourner Truth

The women's rights movement splits into two factions: the National Women's Suffrage Association formed by Elizabeth Cady Stanton and Susan B. Anthony and the American Woman Suffrage Association founded by Lucy Stone, Henry Blackwell, and Julia Ward Howe.



1866

Stanton and Anthony form the American Equal Rights Association, an organization for white and black women and men dedicated to the goal of universal suffrage



The territory of Wyoming was the first to give women the right to vote.

"Because man and woman are the complement of one another, we need woman's thought in national affairs to make a safe and stable government." Elizabeth Cady Stanton

# Equality: Are Some More Equal than Others?

## International Conference on Human Rights

### **Purpose:**

This activity is designed to help you develop a deep knowledge and understanding of an issue related to human rights throughout history and today, both in the United States and around the world.

### **Overview:**

Students work in groups to put on a conference in which various figures in the field of human rights make presentations.

### **Standards:**

- Analyze concepts such as role, status, and social class during conflicts among individuals, groups, and institutions
- Apply ideas, theories, and modes of historical inquiry to understand historical and contemporary developments in order to make informed decisions and take appropriate action concerning public policy issues
- Analyze historical periods and patterns of change within and across cultures
- Evaluate the roles of citizens and their participation and involvement in civic projects

### **Instructions:**

Look at the timelines to think about a theme in human rights that your group would like to investigate. You may select from the following topics or think of your own:

- Education
- Healthcare
- Violence
- Economics and Employment
- Suffrage
- Legal Rights
- War Crimes

Keep in mind that your topic must cross historical periods and countries, and that there is only one group per topic. Get your topic approved before moving to the next step.

Each group member must select a person to research. That group member will play the role of the person he or she selected, making a presentation on the group's topic. Your group members must reflect a variety of perspectives on your topic. Get your names approved before beginning your research. People who fill the following roles would be appropriate:

- A historical or contemporary resident of a developing nation, such as a child working in a sweatshop in Asia or a single mother in Sudan.
- Historical or contemporary people who have struggled to attain equality in the United States or other countries, such as a working mother in the 1920s or an immigrant from Colombia to the United States.
- Contemporary or historical human rights activists in the United States or around the globe, such as Susan B. Anthony from the United States or José Gallardo from México.
- Artists, authors, or musicians who have spoken out on the issue of human rights, such as Ruben Blades, Pablo Picasso, or Alanis Morissette.

The following resources can help you with your research:

Human Rights Resource Center

[www.hrusa.org](http://www.hrusa.org)\*

A collection of a variety of print and media resources for use by teachers and others interested in human rights education

Office for the United Nations High Commissioner for Human Rights

[www.ohchr.org/english/press/index2.htm](http://www.ohchr.org/english/press/index2.htm)\*

News and resources about current human rights issues around the world

Human Rights Watch

[www.hrw.org](http://www.hrw.org)\*

Information about human rights around the world, easily organized by geographic area

Universal Declaration of Human Rights

[www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)

Statement by the United Nations, available in over 300 languages

Amnesty International

[www.amnesty.org](http://www.amnesty.org)\*

A highly political organization dedicated to promoting human rights around the world

Human Rights Education Associates

[www.hrea.org/sitemap.html](http://www.hrea.org/sitemap.html)\*

A collection of resources for teachers and students in different languages

National Archives and Records Administration

[www.archives.gov/search/index.html](http://www.archives.gov/search/index.html)\*

A searchable database with primary documents and other information

Each group member creates a multimedia presentation focusing on the perspective of the person they are representing to support a 3-5 minute speech. Each presentation should include six slides with information about and quotations from the person who was researched. Then, the slides should be combined into one presentation, with introductory and concluding slides on the topic.

The group prepares a 1-2 page handout with excerpts from the presenters' comments, correctly cited, and a list of annotated resources.

The group then presents their portion of the conference. Each group has 3-4 minutes per presenter for the presentation, 1-2 minutes for introduction and conclusion, and 3-5 minutes for questions. If appropriate, the group may wear costumes and create simple sets or props. (The emphasis, however, should be kept on the content.) After the prepared portion of the conference is completed, the audience will ask questions.

# Equality: Are Some More Equal than Others?

## Newsletter

### **Purpose:**

This activity is to help you develop an in-depth understanding of the factors that contribute to the state of human rights and the role citizens play in the struggle.

### **Overview:**

Students will work in groups to produce a publication designed to inform and persuade people to take an active role in improving the rights of people in a country of their choice.

### **Standards:**

- Apply ideas, theories, and modes of historical inquiry to understand historical and contemporary developments in order to make informed decisions and take appropriate action concerning public policy issues.
- Evaluate the roles of citizens and their participation and involvement in civic projects.

### **Instructions:**

- 1 Select a country for your newsletter and investigate human rights in the country you chose. Include the following:
  - What is the history of human rights in the country?
  - What have been some major accomplishments and/or setbacks?
  - What issues are currently in the news?
  - What people and organizations have been and/or are currently active in the struggle for human rights?
  - Why should a person become involved in working for human rights in the country, and how would he or she go about doing that?
- 2 Collaborate to put together a newsletter that has the following components:
  - Explanation of current issues in a historical context
  - Description of people who have played a role in the human rights movement in the country, including such factors as personal characteristics and political and social conditions that contributed to their success
  - Editorial to persuade readers to support the movement and information on how to get involved
- 3 Create a timeline for completing the newsletter by scheduling the following tasks:
  - Find resources
  - Assign tasks
  - Set deadlines: taking notes, writing drafts of articles, editing and proofreading writing, and putting together final product



# Human Rights in India

September 1

Volume 1, Number 1

*"Last year the deaths of 7,000 women were attributed to dowry death.."*

*"Even though ultrasound tests are illegal in India, the Indian Medical Association estimates that about 5 million female fetuses are aborted every year."*

## Dowry Deaths

In India, the families of young women are expected to pay a dowry to a young man's family when they become engaged. It has been a long-time tradition in the country that the girl's family pays the boy's family a dowry when they get married. Some people say that this tradition is due to the fact that unmarried women are a drain on families and have no earning power of their own.

Over the years, families have come to expect a lot of dowry money and they get very upset if they get less than they want. A dowry and a wedding usually add up to over a million rupees, or about \$35,000 American dollars. This is a huge amount of money when the average Indian makes \$3,500 a year. A bride's new in-laws sometimes respond with violence if they don't receive what they think they deserve. One of the most common things to do is to pour kerosene on the bride and then light her on fire. These deaths are called "stove bursts" and are blamed on a kitchen accident. Last year the deaths of 7,000 women were attributed to dowry death.

Since 1961, dowries have been illegal in India, but many families, especially those in rural areas, still follow the custom. Parvathi Menon in the Hindu publication, *Frontline*, reports that out of 730 cases seen by the special prosecutor, 58 ended in acquittal and only 11 in conviction.

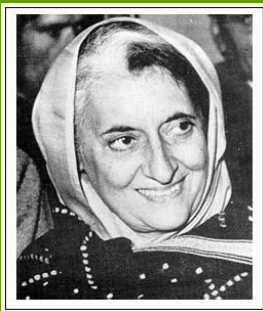
## Baby Girls in Danger

Male children are very prized in India. They can work and bring money in to the family. Most boys live with their families when they are adults, and their wives move in with them. Boys also can bring in dowries when they marry, and many poor families depend on this money.

According to Ramachandran, in an article for the European Centre for Law and Justice, in most countries, like the United States, Europe, and Japan, there are 3-5% more females than males. In China and India, however, males outnumber females by 6-8%. With ultrasound technology, parents in India can tell if their babies are going to be girls or boys, and if they are going to be girls, the woman often gets an abortion. Even though ultrasound tests are illegal in India, the Indian Medical Association estimates that about 5 million female fetuses are aborted every year.

Unlike dowry death which occurs more often in rural areas where the people are uneducated, the aborting of female fetuses occurs more in the urban areas with caste Hindu population. Pravin Visaria, a sociologist, says that in the remote, tribal areas, women have more equality than in the urban areas. The percentage of females differs a great deal depending on religious and sociological factors, according to Ramachandran.

An article at the Women and Global Human Rights Web site describes some organizations are working to improve this situation. The Indians Council for Child Welfare is working with teen-age girls to teach them about health care, hygiene, and self-esteem. A street theater project put on by the Danida Healthcare Project acts out stories about powerful women.



*"You can't shake hands with a clenched fist."*

## Indira Gandhi

Although women in India often suffer because of their low status, there is one area in which Indian women have surpassed the United States. A woman has been the leader of India. That has not happened in the United States, yet, and it may be many years before it does happen.

Indira Gandhi served as prime minister from 1966 to 1977 when she was voted out of office. Then she was elected again in 1980 and served until 1984 when she was assassinated by her Sikh bodyguards.

Indira's father was Jawaharlal Nehru who served as the first prime minister of India after it gained its independence from England. He was active in the fight for independence and spent some time in prison. Mahatma Gandhi was a frequent visitor in their home.

As Indira was growing up, even though her mother died when she was young, she was determined not to be held down by her society's prejudice against women. She was always active in politics. At the age of 11, she organized the Monkey Brigade, in which her friends and she worked for Indian independence by "writing and delivering notices, making flags, cooking food, and spying on the police" (womenshistory.com).

Because her father was a widower, Indira often served as a hostess for state functions. She was a natural politician and stateswoman who always worked for peace. She said, "You can't shake hands with a clenched fist."

She had some troubles while she was in office, too. When she didn't like a ruling by the courts, she declared a state of emergency and suspended all civil liberties. Because of her actions to control Sikh rebels, she was assassinated in 1984.

In spite of her problems, Gandhi is admired and respected in India and throughout the world. She was named a Woman of the Millennium in a poll by the British Broadcasting Company.



## Kashmir

One of the areas of the world that is of the most concern for people interested in human rights is Kashmir, a section of India located next to the border of Pakistan. Since their independence in 1947, both countries have been fighting over Kashmir.

As part of a peace agreement, the United Nations said that there should be a plebiscite in Kashmir to elect a leader, but India has claimed that residents of Kashmir vote in the regular Indian elections and have no need for a separate election.

Conditions got much worse in 1990 when the central government of India declared control over Kashmir. According to human rights watch, since then there have been many documented cases of human rights violations by people on all sides of the conflict. People who are held for questioning are often executed or "disappear," never to be seen again. Women have also been raped by Indian authorities.

The situation is serious for the entire world because in 1998 India tested a nuclear bomb and a few weeks later Pakistan did the same. This means that this conflict could have consequences for everyone.

One person who was active in the fight against human rights violations in Kashmir was Jalil Andrabi. He was a 36-year old attorney who, as the chairman of the Kashmir Commission of Jurists, worked very hard to document cases of human rights abuses and to improve the



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conditions in Kashmir.

One day in March, 1996, he was taken from his car as he was driving home with his family. On the 27<sup>th</sup> his body was found in the Jhelum River. His hands were tied and his face was mutilated.

Amnesty International asked that his death be investigated and that the people who did it be charged, but his murder still has not been solved.

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## Editorial

We have many problems in the United States. Things aren't perfect here. Women often don't have the same rights as men. Many suffer from violence of one kind or another. We have laws to protect people like they do in India, but the laws here are better enforced.

India is very far away, and the culture there seems exotic and strange to us, but they are people just like us. We should worry about what happens in India, partly because of the nuclear threat of war between India and Pakistan, but also because of the other abuses that occur there.

There are many ways that high school students can help. First of all, they can be informed. When we hear news about India, we can stop what we're doing and pay attention. We can also get involved. There is an organization called Youth for Human Rights International that teenagers can join at [www.youthforhumanrights.org/kids/kids-index.htm](http://www.youthforhumanrights.org/kids/kids-index.htm)\*. Nobody can do everything that needs to be done to improve human rights around the world, but everybody can do something. It's part of being a human being.