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**Human Rights, Genocide & Holocaust Unit**

15-20 Class Periods- 3-5 Week Unit

***Learning Objective***

Students will be able to demonstrate a general understanding of the following:

 human rights key terminology, history & advocacy. Students will be able to recognize the value of human rights in everyday living.

1. **Universal Declaration of Human Rights**
2. Inquiry Warm Up Activity

Ask students to write/discuss the definition of Human Rights

1. View DVD/ Video Stream “The Story of Human Rights”
2. View Special Features 30 Public Service Announcements

 \*2 class periods minimum (45-55 min)

 \* Attach links for electronic learning formats when necessary

1. Engagement Activities
2. ***Personal Reflection & Application***

Students can connect personally & privately

Recall experiences/memories of a time when they or another person was hurt, betrayed, wronged in some way. Who was responsible for the wrong-doing? Did anybody witness the incident? Was there resistance? How did they react? What happened?

1. Write a paragraph describing how they felt, how they responded and why they responded in the way they did.
2. Optional: students/teacher share aloud using discretion/anonymity.
3. Using the 30 Human Rights, students cross reference personal experiences to the list.

 Self reflection, written expression or volunteer revelations with discussion.

1. Students select 2 PSA’s & Consider people who took the positions of bystanders, perpetrators, collaborators & victims.

\*Write a 5W’s list: Who,What,When, Where,Why/How

\*Write a journal entry or letter of intention from your perspective expressing your feelings about each position. Examples: Letter of apology for perpetuating a lie or being disrespectful or cruel to somebody.

\*Role play positions in class; switching roles.

1. Create PSA’s with the class or small group: acting out one or more of the 30 violations.

Option: Video a PSA and share it on social media or school websites.

1. ***Inquiry Using Visual Media***

\*Using teacher recommended or approved sources;

 read, view or listen to a witness account or about living during the Holocaust or another genocide.

\*Note crimes against humanity witnessed or experienced, survival tactics, forms of resistance & examples of the human spirit where kindness was shown.

1. Create a 5W’s format list of information.
2. Write a short paragraph about the witness account, keeping in mind human rights violations.
3. Explore the concept of law & identify the law(s) broken for each human rights violation. Write a statement describing the account.

\* Was there no law for this human rights violation? Was there evidence &/ additional witnesses to the crimes?

\* Was the law enforced for those who violated the human rights of another? Why or why not?

 ***3. Call to Action Ideas***

 a. Write letters

 \* The US State Department - state.gov

 \* State Legislatures - il.gov

 b. Email state or federal representatives

 c. Volunteer or Join a Human Rights Organization

 d. Form your own United for Human Rights Chapter

 e. Set personal goals to stand up for what’s right,

 denounce cruelty, hatred & violence

 f. Organize a school assembly

 ***Sources:***

Youthforhumanrights.org/edu- Upper Elementary; Secondary

(free packet from this website)

Humanrights.com- Post Secondary

Wiesenthal.com - Simon Wiesenthal Center, International Jewish Human Rights Organization

UN.org - United Nations, international community prioritizing justice for all

amnesty.org

hrw.org

hrwf.net

naacp.org

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