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## ABSTRACT

This lesson plan on human rights uses the Specially Designed Academic Instruction in English (SDAIE) methodology used in California to teach academic content to intermediate, threshold level limited-English-proficient (LEP) students. It sets forth three educational goals for students to reach; asks students to examine definitions of human rights using two sources, the Universal Declaration of Human Rights and the Bill of Rights; engages students in researching human rights as defined and practiced in China, one Latin American country (El Salvador, Guatemala, Brazil), or a country where the student has lived; calls for students to report their research findings and compare them to the definition of human rights outlined in the sources they have read; and gives students a writing assignment to answer four opinion questions: (1) Is the country you selected observing human rights as defined in part 1? (2) Why or why not? (3) What do you believe can be done to protect human rights in this country? and (4) Do you think countries should observe human rights as defined by the United Nations and the United States? Why or why not? (BT)

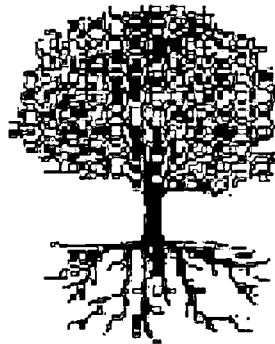
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**HUMAN RIGHTS:  
LESSON PLAN FOR SDAIE  
(SHELTERED) CLASS**

**by Michael D. Husser, De Anza High School, Richmond, CA**



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Goal	Definition	Area Studies	Comparison	Paper
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When this lesson is complete, students will

- 1) Be able to define the term Human Rights.
- 2) Access resources on the subject of human rights from a variety of Internet sources.
- 3) Be able to discuss the subject of human rights as it is practiced in nations other than the United States.

## **I. Definition**

Students read from two sources:

- A) Universal Declaration of Human Rights as written by the United Nations
- B) The Bill of Rights as shown by the first ten Amendments to the U.S. Constitution.

## **II. Area Studies**

Students will research human rights as defined and practiced by

- A) China
- B) One Latin American country, i.e.
  1. El Salvador
  2. Guatemala
  3. Brazil
  4. A country where the student has lived.

### **III. Comparison:**

After the students have chosen their country, they will report to the class their findings. They will then compare their findings to the definitions of human rights as discussed in part II.

### **IV. Paper:**

After the reports and discussions, students will write a paper answering the following questions:

- A) Is the country you selected observing human rights as defined in Part I.?
- B) Why or why not?
- C) What do you believe can be done to protect human rights in this country?
- D) Do you think countries should observe human rights as defined by the UN and the United States? Why or why not?



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