**Extra Musings**

The Idea that every country violates human rights, is how blatant is it? Is it against the laws? Is it state sanctioned or is it something that people don’t even realize is going on?

What is the United States’ role to defend this?

Examine Coffee, freetrade and the role of Starbucks

Brainstorm list of human rights, place that list on sheet

Model expectation of NGO Human rights with documentary

Possibly include a mini lesson on consumerism in the music industry,

When giving the district assessment, give students a simplified version of human rights and the articles about Saudi Arabia

Also, instead of having students analyze the Saudi article as practice, have students due the same process with the articles/issues that they placed in OneNote

On the assessment, remove the question about the role of the United States.

**Extension**

-Working on Website takes at least two more days, don’t hesitate to let students start to work on Globes –Students can make flags after they finish

Example [http://coolkidsclub2.weebly.com/](http://coolkidsclub2.weebly.com/" \t "_blank)

|  |  |
| --- | --- |
| **Day 1** | |
| **Learning Target** – I will become familiar with academic vocabulary.  **Warm Up –** Explain thatmany of us in here don’t believe that what we learned about in True Cost was morally okay (a good thing). In order to protect people around the world, we need to come up with a list of rights to protect.  What are human rights?  What is a NGO? | |
| Southeast Asia Vocab PPT (W)  -NGO, Human Rights  See OneNote (Human Rights Website)  See Human Rights visual for information for the rest of the day (requirements) | **Resources**  Southeast Asia Vocab  Human Rights Visuals  OneNote  **Materials**  Computers  **Extension** |

|  |  |
| --- | --- |
| **Day 2** | |
| **Learning Target** – I will identify human rights that everyone person should be entitled to (given at birth).  **Warm Up –** Create a list of things that every person on earth should be guaranteed. Have students share out answers and write them on whiteboard, during class transfer them to a piece of large scratch paper similar to one is used during PD. | |
| Provide link for students to go to the HRW, and have them listen to the videos. Have them on a piece of paper, write down what the video is protecting. Come together in ten minutes to add to our list.  Possibly discussion questions include:  Which ones did we miss?  Why do you think that we missed them?  Students need to choose three rights to work with. Each right will have its own page, definition, and corresponding picture.  Show exemplar website on white board from OneNote. Students can continue working on their Weebly.  Display visuals so they can see requirements. | **Resources**  **Materials**  **Extension** |

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| **Day 3** | |
| **Learning Target** – I will identify a human rights violation and prove it is occurring through writing.  **Warm Up –** What is this commercial trying to get us as consumers (people who buy things) to think about? [Link](https://www.youtube.com/watch?v=KfANs2y_frk),  Explain Fashion Revolution is a Real Life NGO. Show them how the link in the description of the video, takes the person to their website. Everything is tied together. Post the block’s scratch paper that lists out the human rights that they listed in Day 2. Ask the students, which rights and freedoms does this video deal with? Mark with sticky notes. | |
| Human Rights Articles (W)  True Cost Human Rights Visuals (W)  -as a class do the gitmo article, show progression of argument, while passing out second article and paper for HW, show [Link](https://www.youtube.com/watch?v=b2rBhpVDzO8) of repetitive sesame street songs  For blocks that lack motivation, students can use the article as a page on their Website. | **Resources**  **Materials**  **Extension** |

|  |  |
| --- | --- |
| **Day 4** | |
| **Learning Target** – I will create a website that uses multiple sources to raise awareness of human rights violations.  **Warm Up –** What is the video trying to get us as viewers to do? What does it have to do human rights? [Link](https://www.youtube.com/watch?v=RBQ-IoHfimQ) | |
| Handout project overview  -page 6  Revisit exemplar from OneNote, now that you see the requirements, what is this Website missing? Make sure to highlight that the citation/link to the article is missing.  OneNote – Finding Violations to Human Rights  -already crated  Students will continue to work on their websites. | **Resources**  **Materials**  **Extension** |

|  |  |
| --- | --- |
| **Day 5** | |
| **Learning Target** – I will demonstrate through writing my understanding of human rights and globalization.  **Warm Up –** No Warm Up | |
| Southeast Asia Assessment Revised (W)  -provide option for students to work on OneNote  -Continue to work on website | **Resources**  **Materials**  **Extension** |

|  |  |
| --- | --- |
| **Day 6** | |
| **Learning Target** – I will create a website that uses multiple sources to raise awareness of human rights violations.  **Warm Up –** No Warm Up | |
| Students will continue to work on their website.  If students finish early, they can start to work on the globes. Need globe directions ready in OneNote. | **Resources**  **Materials**  **Extension** |

**Human Rights PBL**

(W) – on website

Blue Word – Click on blue word and hold down “ctrl” button

*Italics­*- title of resource within this word document

**Southeast Asia**

**Calendar**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **1** | **Phase -** | **Phase -** | **Phase -** | **Phase -** | **Phase -** |
| Investment Simulation (W)  Day 1  Southeast Asia Vocab PPT  -Word wall, 3 words  -Switch front maps | Investment Simulation (W)  Day 2 | Investment Simulation (W)  Day 3 | TrueCost (W)  Day 1 | TrueCost (W)  Day 2 |
| **2** | **Phase -** | **Phase -** | **Phase -** | **Phase -** | **Phase -** |
| TrueCost (W)  Day 3  **Computers Needed** | TrueCost (W)  Day 4  **Computers Needed**  See Lesson cycle for day 5 options | Day 1  -see page | Day 2  -see page | Day 3  -see page |
| **3** | **Phase -** | **Phase -** | **Phase -** | **Phase -** | **Phase -** |
| Day 4  -see page | Day 5  -see page | Day 6  -see page |  |  |
| **4** | **Phase -** | **Phase -** | **Phase -** | **Phase -** | **Phase -** |
|  |  |  | Intro to PBL – page 4  Contract – page 5  Example of NGO that is trying to stop what students did earlier this week. [Link](https://www.youtube.com/watch?v=KfANs2y_frk) |  |

**Human Rights Website Requirements**

**General Requirements**

* Create an account on the website Weebly
* Use your school email, when registering.
* Include appropriate and relevant pictures on every page; citations and text evidence are also encouraged.
* When you publish your website, it gives you a link. You should copy and paste that link into OneNote.

**Homepage - Requirements**

* Name of your NGO (company)
* Description of what your NGO is trying to do
* What are human rights?
* Pictures related to human rights

**Human Right Violations in… (x3)**

* Description of what is happening.
* Explanation of what should be done to stop it.
* A link to the sources you used.
* Pictures and videos to provide context (help the viewer understand).
* Each of your three pages will need to spotlight three different countries focusing on three different human right problems.

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**Human Rights PBL** This page is tied to the old version of the lesson

**Southeast Asia**

**Patterson**

**Purpose**

Students will create an NGO to bring awareness of specific human rights violations in Southeast Asia and then outline then the necessary action steps to stop this violation from continuing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **2** | **3** | **4** |
| **Internationalism**  **In South Asia** | **Define/explain key vocab:**  Human rights, globalization | **Explain**, with examples, how different countries treat their citizens when it comes to human rights.  **Explain/justify** the role the United States should take in world affairs when it comes human rights. | What is the real price of you t-shirt? |

**RH. 6-8.4. Academic Vocabulary Standard**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH. 6-8.4. Academic Vocabulary Standard - Modified**

Determine the meaning of words and phrases specific to Southeast Asia.

|  |  |  |  |
| --- | --- | --- | --- |
| **Step** | **Connection to Curriculum Guide** | **Assessment/Medium** | **Task Outline/Documents** |
| **Hook**  3 Days | b) Explain the advantages and disadvantages of outsourcing.  c) Explain the connection between globalization and multinational corporation. | F.F. on Reflection  Central Idea of Cartoon | Investment Simulation (W)  Investment PowerPoint (W) |
| **Hook part 2**  4 days | c) Examine the connection between globalization and multinational corporations. |  | TrueCost (W) |
| **Into to Challenge**  1 Day | Determine the meaning of words and phrases specific to Southeast Asia. | ISS – Level 2 | Intro to PBL  Contract  Vocab Quiz  SoutheastAsiaVocabulary (W) |
| **Task 1**  3 Days | a) Apply knowledge of human rights to examine human rights offensives |  | Task1\_HumanRights(W) |
| **Task 2**  3 Days | a) Apply knowledge of human rights to examine human rights offensives |  | Task2\_HumanRights(W) |
| Task 3  2 Days | a) Apply knowledge of human rights to examine human rights offensives |  | Task3\_HumanRights(W) |
| **Culminating**  **Challenge**  4 Days |  | ISS – District Assesment | Culminating Challenge  District Assessment ISS  Group/Project Reflection |

**Dear:** **Old Version**

Congratulations on finishing your college degree at Drake University! This period of transition from college to “real-life” should be seen as an enormous opportunity that shouldn’t be overlooked. Instead of immediately using your college degree to make millions of dollars, how about using your new found expertise to bring about meaningful change in the world?

Whether or not you realize it, your life up to this point has been relatively privileged (blessed). You live in a country that guarantees the rights and liberties of all its people. You have had access to a top notch education throughout your young life. It’s now your duty to make sure other people your age have the same opportunities.

You and up to two other students are going to create something called an NGO**. An NGO is like a business or a club that wants to make the world a better place, instead of making money.**

Since NGOs don’t make money, they need to secure funding in order to be successful. A company called ENRON has set aside $5,000,000 to give away to NGOs in order to help improve their public image. If you act quickly and follow the steps outlined below, you should have access to this money for your new NGO.

The leader of ENRON, Jeff Skilling, wants to concentrate on promoting human rights in the region of Southeast Asia. Human rights are privileges that every person, regardless of who they are, should have access to. There is an official list of these rights, called the Universal Declaration of Human Rights (UDHR).

Your newly created NGO should complete the following phrases or steps:

1. Create a NGO, develop a logo, and sign a company contract.

2. Research the UDHR, apply for funding (money).

3. Practice researching/proving a UDHR violation.

4. Per your funding requirements, identify a UDHR violation in Southeast Asia.

5. Using your research, promote a solution for the UDHR. If time permits, you can create a website to promote your solution.

We eagerly await your response to this invitation. As Mahatmas Gandhi once said “you must be the change in the world that you seek.”

Sincerely,



Bann Ki Moon

U.N. General Secretary

**NGO Company Name: Old Version**

**Block: NGO Contract**

**Teacher:**

**Purpose:** The purpose of this contract is to outline expectations for all members of your NGO. If a member violates the contract, as determined by the group leader and the teacher, they will be removed from the group and receive a separate assignment for the duration of the project.

**Group Member Names -** List the first and last names of the group below, circle the name of the group leader.

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**Group Expectations –** What does your group want each person to do every day?

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**Signatures** – By printing and signing my name below I am agreeing to meet the above expectations for the duration of the project.

**Old Version, No Teams**

**Human Rights PBL**

**Team Assignments**

**Team #6**

**Team #8**

**Team #7**

**Team #5**

**Team #4**

**Team #3**

**Team #2**

**Team #1**

**Human Rights PBL Old Version**

**Southeast Asia Culminating Challenge Options**

I just wanted to take a moment to thank you for your hard work over the last couple of weeks. It is my understanding that you have successfully identified a human right violation taking place in Southeast Asia. Since my company is paying for your NGO to operate, I think that I have the right to suggest a couple of ideas of what your group should work on next.

Unless your teacher, Mr. Patterson, has told you differently, you can choose whatever option interests you. **Each member of your NGO will create their own project**. Members can choose to work on different options if they wish.

Here are the different categories our foundation will use at to examine your work:

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **2** | **3** | **4** |
| **Using Information from Different Sources** | **Begins** to create a product by integrating visual information with other mediums but **needs to do more to show connections between sources**. | Creates a product by integrating visual information with other mediums by clearly showing connections between sources. | In addition to meeting the level 4 expectation, the product includes the use of extended, content-specific vocab and makes connection to modern day concepts |

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **2** | **3** | **4** |
| **Internationalism**  **In South Asia** | **Define/explain key vocab:**  Human rights, globalization | **Explain**, with examples, how different countries treat their citizens when it comes to human rights.  **Explain/justify** the role the United States should take in world affairs when it comes human rights. | What is the real price of you t-shirt? |

**Option #1 – PowerPoint**

Create a PowerPoint that includes the following:

* Description of the purpose for your NGO, share your mission statement.
* What right human right is your NGO focusing on?
* Explain how your NGO thinks that violation should be stopped.
* Transitions, pictures, and videos

**Option #2- Create a website**

Create a website on Weebly that includes the following:

General Requirements

* Create an account on the website Weebly
* Use your school email, when registering.
* Include appropriate and relevant pictures on every page, citations and text evidence are also encouraged.
* When you publish your website, it gives you a link. You should copy and paste that link into OneNote.

Homepage - Requirements

* Name of your NGO
* Description of the purpose for your NGO, mission statement

Human Rights Page -Requirements

* What are human rights?
* What right human right is your NGO focusing on? Explain why you choose that one.

Human Rights in Southeast Asia Page - Requirements

* Description of violation of Human Right in Southeast Asia
* How your NGO thinks that violation should be stopped

**Option #3- Create a website and raise money for the presidential candidate that shares your stance on human rights**

In addition to meeting the requirements for option 2, you will need to meet the following requirements:

Create a Presidential Page on Weebly

Research the remaining 2016 presidential candidates and choose the one that aligns with your NGO’s stance on human rights. Create a page on Weebly explaining why your NGO supports this person. It probably would be best if you choose a current human rights issue in the news and explained your candidate’s stance with text/video evidence. If you need help choosing an issue, ask your teacher for suggestions.

Create a GoFundMe page.

On the website GoFundMe, create an account to linked to your school’s email. Your fundraiser goal should be $10. Your campaign should end on 5/31/16. Your campaign should send its funds to Mrs. Hopwood., at Wendy.hopwood@dmschools.org

Your GoFundMe page should include the following:

Picture of your candidate.

A description of you NGO.

A link to your NGO’s website.

Copy and paste the text below into your GoFundMe’s description.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The founders of this NGO are students at Callanan Middle School. Funds raised through this campaign will be sent to our school’s secretary, Wendy Hopwood. Mrs. Hopwood will then donate them to the intended recipient per Des Moines Public School policy. Here is a link to our school’s website: http://goo.gl/z5rXQ3

**Name: Old Version**

**Block: PBL Reflection**

**Teacher:**

**What was your NGO trying to do? Was your NGO able to create a website? Explain.**

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**What did your group do well over the last couple of weeks?**

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**If we did a project like this again, what are should you focus on to improve your quality of work?**

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**Did you like the last couple of weeks compared to how we normally have class?**

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**What should the teacher change about this Human Rights unit to make it better next year?**

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| --- | --- |
| **Three students you want to work with…** | **Three students you don’t want to work with…** |
| **-**  **-**  - | **-**  **-**  **-** |