



Unit 1: Basic Human Rights

Teachers' Guide

Intermediate Level

LESSON 3: What Rights? Drawing a Human Rights Tree

FOR MORE INFORMATION TO HELP YOU ANSWER QUESTIONS THAT MAY COME UP DURING THIS LESSON, REFER TO THE FREQUENTLY ASKED QUESTIONS SHEET "IMMIGRANT RIGHTS AND CIVIL RIGHTS" AT THE END OF THIS LESSON.

Time: 2 hours

Content Objectives

- Students work in small groups to discuss human rights and use a tree as a metaphor in describing the rights they believe they should have.

Rights Literacy Objectives

- Students identify basic human rights.
- Students reflect on what conditions must exist for human rights to flourish.
- Students reflect on their rights, including how their rights are affected by their immigration status.

Language Objectives

- Students continue to build their language around rights.
- Students practice speaking, reading, and writing.

Materials:

- Chart paper, pens and markers
- Student lesson handout
- Copies of the Universal Declaration of Human Rights

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KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Tree/Leaf/Branch	To reflect	Fair	How many?
Organizations	To have	Equal	What?
Advocacy	To advocate	Serious	Who?
Human Rights	To go	Legal/illegal	Where?
Dignity	To live	Strong	When?
Drawing	To draw	Brave	Why?
Justice/law	To access		How much?
Gender	To speak		
Religion			

Before completing the activities below, the instructor should review the lesson vocabulary from the table above.

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Lesson Activities:

PART A) Drawing a human rights tree

The instructor reviews the Universal Declaration of Human Rights with the students prior to this activity (text available here: <http://www.un.org/en/universal-declaration-human-rights/index.html>). The instructor asks the class to work in small groups and draw a tree on large chart paper and complete the following steps:

- Draw a big tree with different branches and leaves.
- A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or access to education.
- Identify rights that are of particular concern to you and your community. Write these rights on the branches and leaves of the tree. Match the rights written on the branches and leaves with articles of the Universal Declaration of Human Rights and write the number of the article next to each.
- Display these trees in the classroom or in public places.

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PART B) Reflections

In a small group first, the instructor asks the students to reflect on the drawing of a human rights trees and the lessons and challenges of this specific activity. Then the class as a whole reflects on how the students' rights are respected or not in society, with particular attention to how rights are affected by immigration status. Part of the discussion can take place in the students' native languages if necessary and possible.

Take a moment to reflect on the drawing process, what students have learned, and the challenges they experiences with this activity. The class reflects on how their rights are respected or not, and how their rights are affected by their immigration status. Feel free to communicate in your native language, as necessary and possible.

END OF LESSON REFLECTIONS: The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. The teacher may want to take notes based on what students share to help in preparing the lesson for the following week. Guiding questions for instructors to pose to students include the following:

- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?
- What was difficult? What was easy?
- How did you feel?
- What would you change?
- How would you use this information?
- How does this content connect to human rights?
- What situations can you think of when you may want to assert your rights?

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FAQ: IMMIGRANT RIGHTS AND CIVIL RIGHTS

❖ What are Civil Rights in the United States?

There is a lot that has been written and said about civil rights. Here is just one definition.

“Civil rights are personal rights guaranteed and protected by the U.S. Constitution and federal laws enacted by Congress, such as the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. Civil rights include, for example:

- freedom of speech,
- the right to vote,
- due process of law,
- equal protection of the laws, and
- protection from unlawful discrimination.”

➤ - United States Department of Health and Human Services

<https://www.hhs.gov/civil-rights/for-individuals/faqs/index.html>

❖ Do noncitizens have all the same civil rights as U.S. citizens?

Much has been written on this topic and there is no easy answer to this question. The U.S. Constitution and the Bill of Rights include rights that belong to all “persons” in the United States. These rights then belong to all individuals in the U.S., even if they are not U.S. citizens. These include the right to “due process” and the right to an attorney in criminal proceedings.

However, there are many distinctions between citizens and noncitizens. For example, a noncitizen – even one in lawful status in the U.S. – doesn’t have the right to vote in national elections. In addition, there are instances in which discrimination based on citizenship status is permissible; for example, in hiring for certain types of employment.

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❖ What is the Immigrant Rights Movement?

The immigrant rights movement advocates for increased protections and rights for noncitizens. There are many different organizations that advocate on behalf of immigrant rights, including community-based organizations, church and faith-based groups, national or local advocacy organizations, and labor unions. Sometimes these organizations are united in the change they are seeking, but other times they don't all agree. In recent years, the immigrant rights movement has pushed for "comprehensive immigration reform," that is, an overhaul of current immigration laws that would include a path to U.S. citizenship for many of the people that are currently living in the U.S. without lawful immigration status.

Many people have drawn a link between the civil rights movement of the 1960's and today's immigrant rights movement, saying that both were fighting for equality.

For further readings on the rights of noncitizens and the Immigrant Rights Movement, please refer to the links below.

- **"Do Noncitizens Have Constitutional Rights?"**
http://www.slate.com/articles/news_and_politics/explainer/2001/09/do_noncitizens_have_constitutional_rights.html
- **"Civil Rights Movement and Immigration History Connected"**
<https://www.yahoo.com/news/civil-rights-immigration-history-connected-072748928.html>
- **"The Emergence and Obstacles of the Immigrant Rights Movement"**
<http://ssa.uchicago.edu/emergence-and-obstacles-immigrant-rights-movement>

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