LESSON 3: What Rights? Drawing a Human Rights Tree

Content Objectives
- Students collectively reflect on the importance of 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 their individual and collective rights.

Language Objectives
- Students continue to build their language around rights.
- Students practice writing, reading, and presenting information to an audience in English.

KEY VOCABULARY:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Interrogatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tree</td>
<td>To play</td>
<td>Tall/short</td>
<td>How many?</td>
</tr>
<tr>
<td>Branch</td>
<td>To have</td>
<td>Scary</td>
<td>What?</td>
</tr>
<tr>
<td>Leaf</td>
<td>To be</td>
<td>Serious</td>
<td>Who?</td>
</tr>
<tr>
<td>Identity</td>
<td>To go</td>
<td>Colors</td>
<td>Where?</td>
</tr>
<tr>
<td>Dignity</td>
<td>To live</td>
<td>Strong/brave</td>
<td>When?</td>
</tr>
<tr>
<td>Justice</td>
<td>To like</td>
<td>Fake</td>
<td>How much?</td>
</tr>
</tbody>
</table>
Lesson Activities

PART A) Collective Drawing of Human Rights Tree

Work in small groups to draw a human rights tree that shows basic human rights on large chart paper. Complete the following steps:

- Draw a big tree with different branches and leaves.
- Write the human rights you think people need to live with dignity and justice on the branches and leaves of the tree.
- When the drawings are complete, each group presents their tree to the class and explains why they chose those rights.

PART B) Reflections

Reflect on the drawing process. What was easy? What was difficult?
Think about whether your rights are respected or not. Does your status as an immigrant affect what rights you have or how your rights are respected?