



## Unit 1: Basic Human Rights

### Students' Guide

#### LESSON 3: What Rights? Drawing a Human Rights Tree

##### *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.

##### 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			

*These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced.*



## ***Lesson Activities:***

### **PART A) Drawing a human rights tree**

Work in small groups and draw a tree on large chart paper completing 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.

### **PART B) Reflections**

Take a moment to reflect on the drawing process, what students have learned, and the challenges they experience 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.

*These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced.*