



## Unit 1: Basic Human Rights

### Teachers' Guide

#### Beginner 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 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.

#### **Materials Needed**

- Large butcher paper & markers
- Student lesson handout

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**KEY VOCABULARY:**

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

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

***Lesson Activities***

**PART A) Collective Drawing of Human Rights Tree**

**The instructor asks the students to work in small groups and collectively draw a tree on large chart paper. Before initiating the drawing, the teacher goes over these steps and key vocabulary with the students:**

- **The students draw a big tree with different branches and leaves.**
- **Tell the students to write the human rights they think people need to live in dignity and justice on the branches and leaves of the tree.**
- **When drawings are complete, ask each group to present its tree and explain their reasons for the rights they included.**

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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**

**The instructor invites the students to reflect as a whole group on the drawing process and the strengths and challenges of this activity. The class reflects on how their rights are respected or not, and the teacher invites the students to share any fears and questions they might have, and specifically how their identity as immigrants affects this. The students can use their native language, if necessary and possible.**

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?

**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  
(<http://www.hhs.gov/ocr/civilrights/faq/86.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 1960s 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](http://www.slate.com/articles/news_and_politics/explainer/2001/09/do_noncitizens_have_constitutional_rights.html)
- **"Civil Rights Movement and Immigration History Connected"**  
[http://www.huffingtonpost.com/2013/08/26/civil-rights-movement-immigration\\_n\\_3815732.html](http://www.huffingtonpost.com/2013/08/26/civil-rights-movement-immigration_n_3815732.html)
- **"The Emergence and Obstacles of the Immigrant Rights Movement"**  
<http://ssa.uchicago.edu/emergence-and-obstacles-immigrant-rights-movement>

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