

# 21st Century PBL

## Grade 9 Social Studies: Human Rights

### Overview

<b>Lesson Goal</b>	<b>I can teach others about a specific human rights issue.</b>
<b>Outcomes</b>	<p><u>Social Studies</u>            5.1 Investigate the significance of the international human rights movement in the global community            5.2 Analyse the relationship between universal human rights and globalization            5.3 Demonstrate an understanding of advances and challenges related to universal human rights</p> <p><u>English Language Arts</u>            2.2 Adapt vocabulary, sentence structure and rate of speech to the speaking occasion            2.4 Evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features            5.1 Independently access and select specific information to meet their personal and learning needs            7.3 Respond critically to texts of increasing complexity           <ul style="list-style-type: none"> <li>● Demonstrate an awareness that personal values and points of view influence both the creation of text and the reader's/viewer's interpretation and response</li> <li>● Explore and reflect on culture and reality as portrayed in media texts</li> <li>● Identify the values inherent in a text</li> </ul>           8.2 Use note-making to reconstruct knowledge and select effective strategies appropriate to the task            9.1 Demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes            9.3 Analyse and assess responses to their writing and media productions            10.3 Experiment with the use of technology in communicating for a range of purposes with a variety of audiences</p>
<b>Driving Question</b>	<b>What happens when human rights are ignored?</b>
<b>Materials</b>	<p><a href="#">Breakout EDU Activity: Clues</a>            Documentary: <a href="#">The Story of Human Rights</a>  <a href="#">UDHR: Simplified Version</a>            Game: <a href="#">Classroom Feud</a>            PSA Videos: <a href="#">Human Rights</a>            Grouping (paper): <a href="#">Choices</a>            Groups (Google form) : <a href="#">Choices</a>            Video: <a href="#">Introduction</a>            Template: <a href="#">Group Lesson Plan</a>  <a href="#">Website Review</a>            Peer Evaluation: <a href="#">Paper</a>            Peer Evaluation: <a href="#">Google form</a>            Self Evaluation: <a href="#">Reflection</a>  <a href="#">Teacher Rubric</a>  <a href="#">Suggested Reading List</a></p>

21 Century Competencies	Entry	I	II	III	IV	
	Find and Validate	✓	✓	✓	✓	
	Communicate and Collaborate	✓	✓	✓	✓	✓
	Analyse and Synthesize	✓			✓	
	Apply and Connect	✓			✓	
	Evaluate and Leverage	✓			✓	
	Create and Publish				✓	✓

### Lesson:

<p><b><u>Entry Event</u></b></p> <p>In small groups, students apply problem solving and collaboration skills to open the locks on a box. The clues are designed to introduce students to some basic information about human rights.</p> <p>For more information about Breakout Edu, visit the <a href="#">website</a>.</p>	<p><b>Resources:</b></p> <p>Breakout Activity: <a href="#">Clues</a></p> <p>Breakout kits</p>
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<p><b><u>I. Introduction (Teacher organized)</u></b></p> <p>Engage in a class discussion: What are human rights? Why are they so difficult to define? Follow up by watching the documentary.</p> <p>General introduction to unit.</p> <ul style="list-style-type: none"> <li>→ Purpose to broaden world view</li> <li>→ New ways of considering a problem</li> <li>→ Includes sensitive material</li> <li>→ Challenges cultural norms and beliefs</li> </ul> <p>“Cultural acceptance does not mean accepting the unacceptable.”</p>	<p><b>Resources:</b></p> <p>Documentary: <a href="#">The Story of Human Rights</a></p>
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<p><b><u>II. Guided Learning (Teacher/student collaboration)</u></b></p> <p>What are your human rights? Classroom Feud Game</p> <p>Watch the PSA videos for any rights students missed during the game to complete their list of 30 human rights.</p>	<p><b>Resources:</b></p> <p>Game: <a href="#">Classroom Feud</a></p> <p>PSA Videos: <a href="#">Human Rights</a></p>
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<p><b><u>III. Collaborative Learning (Student focused activity)</u></b></p> <p>Students will be sorted into groups based on common interests.</p> <p>Play Video: <a href="#">Introduction</a></p> <p>Lesson Specifics: Each group is responsible for becoming the ‘experts’ and developing a 45 minute lesson based on their topic of choice.</p> <p>Groups are also responsible for 3 website reviews. Human rights material is often controversial and biased in nature; having students complete a review of the material they are using forces them to think critically about the source and validity of the information they will be sharing.</p> <p>Lessons must: Have an interactive component Make use of ‘cool tech’ Include several website reviews Include all group members in the presentation</p>	<p><b>Resources:</b></p> <p>Grouping (paper): <a href="#">Choices</a></p> <p>Groups (Google form) : <a href="#">Choices</a></p> <p>Video: <a href="#">Introduction</a></p> <p><a href="#">Website Review</a></p> <p>Template: <a href="#">Group Lesson Plan</a></p>
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<p><b><u>IV. Grande Finale</u></b></p> <p>Students will teach their planned 45 minute lesson to the rest of the class as the introduction to each mini unit of study.</p> <p>Participants will complete a peer evaluation of the group. (Make copies of form, one per group, if using Google version.)</p>	<p><b>Resources:</b></p> <p>Peer Evaluation: <a href="#">Paper</a></p> <p>Peer Evaluation: <a href="#">Google form</a></p>
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<p><b><u>Reflection (Self assessment of learning target, Formative feedback)</u></b></p> <p>The group will use peer evaluation as part of a reflection on the success of their lesson.</p>	<p><b>Resources:</b></p> <p>Self Evaluation: <a href="#">Reflection</a></p> <p><a href="#">Teacher Rubric</a></p>
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<p><b><u>Differentiation</u></b></p> <p>The teacher can use selective grouping to accommodate individual student needs.</p> <p>Students can choose how to divide the responsibilities to use their strengths.</p> <p>Further exploration of topics through independent reading.</p>	<p><b>Resources:</b></p> <p><a href="#">Suggested Reading List</a></p>
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