| **Unit Title**  |
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| **Unit Summary** (2 - 3 paragraphs providing an overview of the unit) |
| **CEAR Principles** (should include 1 - 2 paragraph description demonstrating how this unit is aligned to CEAR Principles) |
| **CEAR Practices**(should include 1-paragraph description demonstrating how this unit is aligned to CEAR Practices) |
| **Grade Level(s)** |
| **Subject(s)** |
| **Content Objectives** (should include all content objectives addressed in the lessons that make up this unit) * Students will be able to discuss the importance of human rights by analyzing the Universal Declaration of Human Rights.
* Students will be able to identify the main idea of a complex text and paraphrase to deepen understanding.
* SWBAT analyze and evaluate various forms of activism.
* SWBAT identify various forms of author's craft in activist art/literature and explain
* SWBAT evaluate the methods and strategies of activist groups across history
* SWBAT analyze the outcomes of activist movements
* Students will be able to analyze events from multiple sources based on the author’s perspective.
* SWBAT synthesize several activist “texts” for the author’s craft, strategy, and theme to be applied in their own creative, activist text.

**Language Objectives** (should include all language objectives addressed in the lessons that make up this unit)Students will be able to:  |
| **Essential Questions** (should include all essential questions from the lessons that make up this unit) |
| **Centering Student, Family and Community Knowledge and Experiences** |
| **Vocabulary/Conceptual Development** (list key vocabulary and 1 - 2 paragraphs describing how conceptual development of vocabulary will be supported throughout the unit) |
| **Lessons Overview** (should include the title of each lesson and the 1 - 2 sentence summary from each lesson from the lesson plan)**Lesson #1:** In this introductory lesson, students discuss the importance of human rights by analyzing the Universal Declaration of Human Rights and answer the essential question: *What are human rights, and why are they important?*. Students are supported as the teacher models and offers opportunities for groups to practice annotating and summarizing articles from the Universal Declaration of Human Rights and presenting their findings to peers.**Lesson #2:** Utilizing annotations and summaries from Lesson #1, students engage in shared readings about specific human rights movements and consider: *Why is it important or necessary to fight for human rights?* They then circulate through stations as they analyze various forms of activism (e.g. poems, songs, speeches) and analyze aspects of the art and literature for purpose, author's craft, efficacy in their contributions to the movements for which they were designed.**Lesson #3:** Beginning with the voices of movement leaders, students investigate how tone, word choice, beliefs, vocabulary, and more convey the message of a movement. This lesson challenges students to strategically evaluate the methods and strategies of activist groups across history and to analyze the outcomes of those movements using a graphic organizer. **Lesson #4:** Using both knowledge from lesson prior and lived experiences, students will conduct an analysis of the role media plays in the messaging of human rights movements. analysis by making note of connotation, description of events, author’s purpose, etc. In this lesson, students will analyze events from multiple sources and Critically consider aspects like the author's perspective/point of view, whose voices are omitted or silenced, whose voices are emphasized, and, therefore, as a result, the perceived connotation of the media.**Lesson #5:** In this final lesson, students revisit, review, analyze, and synthesize their findings from several activist “texts” for the author’s craft, strategy, and theme to be applied in their own creative, activist text. |
| **Assessment** (should include an overview of formative and summative assessment found within the lesson) |
| **Alignment to Standards**(should include all standards explicitly addressed throughout the series of lessons) |
| **Resources** |
| **Extensions or Follow Up Activities** |
| **Notes (Optional)** |