

# SPEAK TRUTH TO POWER

## VIRTUAL FIELD TRIP COMPANION ACTIVITIES

### PRE-VFT ACTIVITY

#### KEY LEARNING OBJECTIVES

Students will be able to:

- Define human rights
- Explain the purpose of the Universal Declaration of Human Rights (UDHR)

#### OVERVIEW

Students prepare for the Virtual Field Trip (VFT) by studying the Universal Declaration of Human Rights (UDHR) ([http://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)). Students work in jigsaw groups to build awareness and understanding of the Articles in the UDHR.

#### PROCEDURE

1. Display the Universal Declaration of Human Rights (UDHR).
2. Students read aloud the Preamble. Consider choosing multiple volunteers.
3. Students explain or restate the information in each paragraph and describe the overall purpose of the Preamble.
4. Divide the class into eight small groups and invite students to move to sit together.
5. Assign each group 3–4 Articles. Students work together in their small groups to read their assigned Articles and determine the central meaning of each.
6. Students collaborate to create a “teen friendly” statement to help their peers understand the meaning of each assigned Article of the UDHR. Students record their statements on the
7. Divide students into groups of eight. Each group should have one representative from each of the original groups. (Any students without a group can choose a group to join.) The representatives share their “teen-friendly” versions of the Articles with the rest of the group to teach them about the Articles they did not read.
8. Regroup whole class for a debrief discussion. Engage students in a dialogue around the following questions:
  - What are human rights?
  - Why did the United Nations create the UDHR?
  - Which of the Articles do you feel is most important? Why?
  - Have you had any experiences related to the human rights discussed in the UDHR?

# SPEAK TRUTH TO POWER

## VOCABULARY

The following terms are found in the UDHR:

- **Universal**—of, affecting, or done by all people or things in the world or in a particular group; applicable to all cases.
- **Declaration**—a formal or explicit statement or announcement.
- **Inherent**—a permanent or essential part of something
- **Tyranny**—cruel and oppressive government or rule
- **Progressive**—happening or developing in steps
- **Endowed**—provided with a quality, ability, or asset
- **Sovereignty**—the authority of a state to govern itself or another state
- **Incitement**—urging someone to behave illegally or unlawfully
- **Tribunal**—court of justice
- **Manifest**—to display or show
- **Remuneration**—money paid for work or service

## VIRTUAL FIELD TRIP COMPANION ACTIVITIES

# POST-VFT ACTIVITY OPTION #1

### KEY LEARNING OBJECTIVES

Students will be able to:

- Identify problems and issues related to human rights.
- Collaborate with peers to research local efforts to defend human rights.
- Identify ways they can support and enhance local efforts to defend human rights.

### OVERVIEW

Following the Virtual Field Trip (VFT), students discuss the impact of Robert Kennedy's work and examine the meaning, as well as the potential challenges and opportunities of speaking truth to power. Students then engage in a self-interview in which they tackle the questions asked by Kerry Kennedy in the VFT.

Students use the discussion to identify classmates who are interested in the same human rights and social justice issues that interest them. They form groups to research what local individuals and/or organizations are doing to defend that right and plan how they will build on those efforts in their school and/or community.

Students will consider the following quote as they develop their local plans of action:

Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

—Eleanor Roosevelt, 10th anniversary of the UDHR

### PROCEDURE

1. Begin with a discussion, debriefing students on the VFT. Students discuss with their groups what they thought about the message and the messengers. What message stood out the most? Why? Which speaker moved you the most? Why?
2. Divide class into small groups of 3–4 students. Ask each group to talk about Robert Kennedy and how he helped promote human rights and social justice during his life. Discuss why it is important that he did so.

# SPEAK TRUTH TO POWER

3. Have each group also talk about what "speak truth to power" means and how Robert Kennedy embodied this message. Ask them to discuss:
  - What are the potential challenges of individuals speaking truth to power? Why do you think so? Can you think of any examples?
  - What are the potential opportunities of individuals speaking truth to power? Why do you think so? Can you think of any examples?
4. Students return to their seats and engage in a whole-class "self-interview" in which they respond to and discuss the questions asked by Kerry Kennedy in the VFT, including the following:
  - What are some of the human rights and social justice issues currently on your minds?
  - How do you see students taking action regarding human rights and social justice issues?
  - How can adults—teachers, parents, coaches, and role models—support young people who want to participate in human rights and social justice activism?
  - Do you have any examples of ways you've taken action in our school and community? What gives you hope for the future as you spend time with emerging leaders?
5. Tell students they are going to engage in a group project around the human rights issue they find most important or interesting. Students quietly reflect and choose a human rights issue to research. Students report out their selections. The teacher records the information on the board to help students identify potential partners.
6. Students choose 1–3 partners. Advise students to think about classmates who described interests, approaches, and philosophies similar to theirs during the class discussion.
7. Student groups conduct research on their UDHR topic and formulate a stance. Students summarize their stance in 1–3 sentences and support it using facts from their research. Next, they determine where this topic is an issue and what people in power might have the ability to help create change.
8. Students find individuals, groups, or organizations working in the local area to promote and defend that right. They develop an outline of the individual, group, or organization that includes the following information:
  - Names
  - Contact information
  - Purpose/Human rights issue(s)
  - Actions taken/Initiatives/Programs
  - Volunteer opportunities
9. Students develop a plan for becoming advocates for this organization and its work in the community. Some suggestions include:
  - Initiate a school or community fundraising and information activity
  - Start a letter-writing campaign
  - Volunteer with the organization
  - Start a petition

# SPEAK TRUTH TO POWER

- Design a poster that could be used to share information and encourage involvement
  - Develop a short video public service announcement sharing the information
10. With school and guardian permission, have students implement their plans. Offer support and consider inviting local human rights activists to speak to students. Have students prepare questions and compare the approaches and results of each individual or organization.
  11. Students evaluate the success of their efforts and decide how they will continue their work as defenders of human rights. Students consider strategies for promoting their initiative and inspiring peers to join them.

## VOCABULARY

The following terms may be helpful for students in creating their plans:

- **Advocate**—a person who publicly supports or recommends a particular cause or policy
- **Activism**—the policy or action used to bring about political or social change
- **Social justice**—fairness in terms of economic and other opportunities and privileges in society

## STANDARDS

### National Standards

#### College, Career & Civic Life C3 Framework for Social Studies Standards

D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ.12.9-12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

#### Common Core State Standards for English Language Arts

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

# SPEAK TRUTH TO POWER

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

# “TEEN-FRIENDLY” UNIVERSAL DECLARATION OF HUMAN RIGHTS

**Directions:** Work with your team to create “teen-friendly” summaries of each Article. Record your work here.

<b>Preamble</b>	
<b>Article 1</b>	
<b>Article 2</b>	
<b>Article 3</b>	
<b>Article 4</b>	
<b>Article 5</b>	
<b>Article 6</b>	
<b>Article 7</b>	
<b>Article 8</b>	
<b>Article 9</b>	
<b>Article 10</b>	
<b>Article 11</b>	
<b>Article 12</b>	
<b>Article 13</b>	
<b>Article 14</b>	
<b>Article 15</b>	

# “TEEN-FRIENDLY” UNIVERSAL DECLARATION OF HUMAN RIGHTS

**Directions:** Work with your team to create “teen-friendly” summaries of each Article. Record your work here.

Article 16	
Article 17	
Article 18	
Article 19	
Article 20	
Article 21	
Article 22	
Article 23	
Article 24	
Article 25	
Article 26	
Article 27	
Article 28	
Article 29	
Article 30	