

UDHR Related Activities and Events

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Contents List

Activity #1) **Animated Video Series Mini Film Festival of our Pare Lorentz cartoons (and a tie into human rights)** – These short, animated films focus on Eleanor Roosevelt's work in creating the UDHR and on racial discrimination and food insecurity.

Activity #2) **Thirty-two UDHR Writing Prompts** – This activity is designed to familiarize students with the key themes and concepts contained in the UDHR by engaging them in a series of 32 thought provoking and reflective questions.

Activity #3) **The 30 Articles of the UDHR and Some to Things to Think About** – This activity introduces students to the 30 articles of the UDHR and the principles set forth in its preamble through a series of questions related to each one.

Activity # 4) **Human Rights Word of the Week/Day for Morning Announcements at Schools** – this activity asks schools to introduce and adopt one human rights related words as a theme for a week in their morning announcements, and to challenge their students to mirror and exemplify it throughout the week/Day.

Activity #5) **My Day Excerpts with Prompt Questions** – This activity uses excerpts from five of ER's My Day columns related to the United Nations and asks students for their respond to Mrs. Roosevelt's remarks and observations.

Activity #6) **Human Rights Champions Biography Cards** – the struggles and contributions of 24 Human Rights Champions are examined and highlighted with a set of questions for students to consider and respond to.

Activity #7) **Service-Learning Projects Tied to the Articles** – this is a list of ideas that classes/schools could take on as partnership projects to advance care and kindness in their communities.

Activity #8) **Political/Editorial Cartoons/Propaganda Posters that Speak to Human Rights Issues** – this activity is designed to get students to consider various themes regarding human rights by analyzing contemporary political cartoons and propaganda posters from WWII.

Activity # 9) **Word Searches, Crosswords, etc** – Fun activities to introduce and familiarize students with vocabulary associated with human rights.

Activity # 10) **Human Rights Acrostic** (written down the side of a page) **Poem** – In this activity students create original poetry with key words associated with human rights.

Activity #1) Animated Video Series Mini Film Festival of our Pare Lorentz cartoons and a tie into human rights

Video Piece	UDHR Theme(s)
<i>Everyone Has the Right</i>	The story of the creation of the UDHR
<i>Japanese American Incarceration</i>	Racial Prejudice, Discrimination, Rights of Citizens, Due Process, Property rights, Social Rights, Legal Rights
<i>The Story of the Tuskegee Airmen</i>	Racial Prejudice, Discrimination, Due Process, Rights of Citizens, Social Rights, Legal Rights
<i>The Dust Bowl</i>	Food Insecurity

Introduce your students to the three main concepts (dignity, equality, and inalienable rights) put forth in the first section of the preamble to the Universal Declaration of Human Rights. Ask them if they can explain what each of them means.

1. **Dignity** - the state or quality of being worthy of honor or respect
2. **Equality** - the state of being equal in terms of status, rights and opportunities
3. **Inalienable Rights** - rights and opportunities that are automatic and cannot be taken away

As a class, or independently, ask your class to view one or more the short videos in this series and then lead a class discussion using the following ideas and questions as prompts:

- a) Write a short paragraph describing your first impression and or reaction to this video.
- b) How do you think the people in the video felt?
- c) What specifically was harming or hurting them?
- d) What could/should have been done to help them?
- e) Describe a time in your life when you faced a situation like that depicted in the video.
- f) Is there a situation like this happening in the world today?
- g) How was/were the dignity, equality or inalienable rights of the people in the video being violated?

Activity #2) Thirty-two UDHR Writing Prompts

The Universal Declaration of Human Rights took nearly two years to complete. Drawing on lessons learned from the atrocities committed during World War II, it contains many important themes and concepts. The following writing prompts pose questions designed to get students to consider what some of the most important themes and concepts mean to them.

- 1) Where do Human Rights come from, do they exist naturally or are they derived from the state?
- 2) What obligations do we have to our country/community?
- 3) What obligations do/does our country/community have to us?
- 4) Which should be valued more highly in society: individuality or collectivity?
- 5) What are the key elements that comprise a culture?
- 6) What obligations, if any, do rich nations have to poor nations?
- 7) What does the term 'values' mean?
- 8) When there is a conflict between one set of values and another, how do/should we determine who wins?
- 9) What does it mean to have a "voice?"
- 10) What are the consequences of not having a "voice?"
- 11) What does the term, "if you don't stand for something: you will fall for anything" mean?
- 12) If you were asked what five things define what it means to be human, what would they be?
- 13) Someone once said, "the pen is mightier than the sword." What does that mean?
- 14) Someone once said, "Whatever can happen to anyone, can happen to me." What do you think they meant by that?
- 15) Someone once said, "People are more impressed by the power of our example rather than the example of our power." What do you think they meant by that?
- 16) Someone once said, "No one can make you feel inferior without your consent." Explain.
- 17) Someone once said, "Pay attention to what you pay attention to." Why is that important?
- 18) If you could trade places with anyone in the world, who and where would you choose? Why?
- 19) If you could choose to live in any other time in history, when would you choose? Why? What human rights challenges might you have faced then?

20) FDR declared that people are entitled to four freedoms: freedom of religion, freedom of speech, freedom from want, and freedom from fear. Explain what each of the freedoms means to you.

21) What is the significance that two of the Four Freedoms are freedoms *of* (freedom of speech, freedom of religion) and two are freedoms *from* (freedom from fear, freedom from want)?

22) If you had to sacrifice one of the four freedoms, which would you choose and why?

23) What do you think is the most important of the four freedoms?

24) If you could chat to anyone from history, dead or alive, who would you choose? Why? What would you want to chat with them about?

25) What do you think is more influential in a person's life, nurture or nature?

26) How do you define "identity?"

27) If you could visit any moment in history, "when" would you go and why?

28) Is it more important to have order or freedom?

29) How do you define "family?"

30) If you could change any law, or make a new one, what would it be and why?

31) If you could see ten minutes, or ten years, into the future, which would you choose? Why?

32) Is it important to "respect your elders?"

Activity # 3) The 30 Articles of the UDHR and Something to Think About

A “Student Friendly” Edition

of the

Universal Declaration of Human Rights

Unanimously Adopted at the United Nations in 1948

Adapted here from the United Nations Publication, Universal Declaration of Human Rights by the Roosevelt Presidential Library and Museum’s Education Department (2018)

The Universal Declaration of Human Rights (UDHR) is comprised of two parts - the preamble and the articles. A preamble is an introduction to a formal document that prepares the reader for what is to follow. The preamble to the UDHR introduces the broad concepts and ideals that led to, and shaped, the basic Human Rights described in the 30 articles of the UDHR.

The Preamble –has seven main points

1. **Dignity, equality and inalienable rights for all humans are the foundation of freedom, justice and peace in the world.**
2. **Disregard for human rights has led to horrific events for humankind** that have denied people the freedom of speech and belief and freedom from fear and want. It should be our goal to ensure these to all people.
3. **Human rights should be protected by law** so that people are free from tyranny and oppression.
4. **We need to promote friendly relations between nations.**
5. **The United Nations reaffirms its faith in fundamental human rights** – dignity, equal rights, social progress, better standards of living and freedom.
6. **The United Nations members pledge to cooperate to promote universal respect for human rights** and fundamental freedoms.
7. The general assembly proclaims the universal celebration of **human rights as a common standard of achievement for all peoples** and all nations of the world

The Articles

Universal Declaration of Human Rights

Article 1: *All human beings are born free and equal in dignity and with rights.*

Something to think about...

- 1) What does it mean to be “free?”
- 2) What does it mean to be “equal in dignity?”
- 3) What are some “rights” that every person should have?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 2: *All human beings are entitled to all rights and freedoms...regardless of race, color, sex, language, religion, political, national, or social origin, property, birth or other status.*

Something to think about...

- 1) What is the difference between “rights” and “freedoms?”
- 2) What do you suppose is meant by the term “other status?”
- 3) What does it mean to be “entitled to” something?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 3: *All human beings are entitled to life, liberty and security of person.*

Something to think about...

- 1) How do we define “liberty?”
- 2) What does the term “security of person” mean?
- 3) What does it mean to be “entitled to” something?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 4: *All human beings are entitled to be free from slavery or servitude.*

Something to think about...

- 1) What do the terms “slavery” and “servitude” mean?
- 2) How is being held in slavery or servitude different from being held as a prisoner?
- 3) What does it mean to be “entitled to” something?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 5: *All human beings are entitled to be free from torture or cruel, inhuman, or degrading treatment or punishment.*

Something to think about...

- 1) How do we define “torture or cruel, inhuman, or degrading treatment or punishment?”
- 2) Who decides when punishment is appropriate?
- 3) What does it mean to be “entitled to” something?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 6: *All human beings are entitled to recognition everywhere as a person before the law.*

Something to think about...

- 1) What does it mean to be recognized as a “person before the law?”
- 2) Why is it important that you are recognized “everywhere?”
- 3) What does it mean to be “entitled to” something?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 7: *All human beings are equal before the law, and are entitled to equal protection of the law.*

Something to think about...

- 1) What does it mean to be “equal before the law?”
- 2) What does it mean to have the “equal protection of the law?”
- 3) What does it mean to be “entitled to” something?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 8: *All human beings are entitled are entitled to an effective remedy by competent national tribunals.*

Something to think about...

- 1) What does it mean to have an “effective remedy?”
- 2) What is a “tribunal?”
- 3) What would make a tribunal “competent?”
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 9: *All human beings have the right against being arbitrarily arrested, detained, or exiled.*

Something to think about...

- 1) What does the word “arbitrary” mean?
- 2) What does it mean to be “arbitrarily arrested?”
- 3) What does it mean to be “arbitrarily detained?”
- 4) What does it mean to be “arbitrarily exiled?”

Universal Declaration of Human Rights

Article 10: *All human beings are entitled to are entitled to full equality to a fair and public hearing by an independent and impartial tribunal to determine any criminal charge against them.*

Something to think about...

- 1) What conditions are necessary for a trial to be considered “fair?”
- 2) What do you suppose is meant by the term “other status?”
- 3) What does it mean to be “entitled to” something?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 11: *All human beings are presumed innocent until proven guilty in a public trial.*

Something to think about...

- 1) What standards should be required to prove guilt?
- 2) What does it mean to be “presumed innocent?”
- 3) Why is it important to presume people are innocent?
- 4) Why is a public trial necessary? What does it help ensure?

Universal Declaration of Human Rights

Article 12: *All human beings have the right against arbitrary interference with his privacy, family, home or correspondence.*

Something to think about...

- 1) Why is privacy important?
- 2) How would you define the word "privacy?"
- 3) What would be some examples of "arbitrary interference?"
- 4) Are there limits to privacy? Should there be?

Universal Declaration of Human Rights

Article 13: *All human beings have the right to freedom of movement within their own country and freedom to leave and return to their own country.*

Something to think about...

- 1) What does it mean to have "freedom of movement?"
- 2) Why is it important to be able to leave and return to your country?
- 3) Are there conditions under which limiting movement is okay/justified? Explain.
- 4) What benefits do we derive from being able to freely come and go as we please?

Universal Declaration of Human Rights

Article 14: *All human beings have the right to go to another country and ask for help if they are being persecuted.*

Something to think about...

- 1) How can one country “help” the citizens of other countries?
- 2) What obligations do the citizens of one nation have to the citizens of another nation?
- 3) What obligation does one nation have to the citizens of another nation?
- 4) Why should a citizen of one country be able to seek help from another country?

Universal Declaration of Human Rights

Article 15: *All human beings have a right to a nationality and the right to change their nationality.*

Something to think about...

- 1) What does it mean to have a “nationality?”
- 2) Why is it important to have a “nationality?”
- 3) If you didn't have your current “nationality,” what nationality would you select?
Why?
- 4) What sorts of values, customs & traditions do we get from having a “nationality?”

Universal Declaration of Human Rights

Article 16: *All human beings have a right to marry whomever they like and raise a family.*

Something to think about...

- 1) Why is it important for you to choose whom you marry?
- 2) Why is family important?
- 3) In what ways does family shape who we are?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 17: *All human beings have a right to own property and it cannot be arbitrarily taken away.*

Something to think about...

- 1) What does it mean to “own property?”
- 2) How do we define what “property” is?
- 3) Why are property rights so important?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 18: *All human beings have a right to practice their religion and can switch religions if they wish.*

Something to think about...

- 1) Why is religion important?
- 2) Why is it important to be able to choose which religion you practice?
- 3) Why is it important to respect each other’s religious beliefs?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 19: All human beings have a right to their own opinion, and they are free to express it.

Something to think about...

- 1) Why is it important to be able to form your own opinions?
- 2) Why is it important to be able to express your opinions?
- 3) Why is it important to respect the opinions of others?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 20: *All human beings have the right to peacefully assemble and can choose to, or not to join groups.*

Something to think about...

- 1) What does it mean to peacefully assemble?
- 2) Why is it important to be able to choose to join a group?
- 3) Why is it important to be able to choose not to join a group?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 21: All human beings have the right to take part in the government of their country and to equal access of public services.

Something to think about...

- 1) Why is the right to take part in the government so important?
- 2) What does it mean to have “equal access of public services?”
- 3) What public services should the government provide to their people?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Article 22: *All human beings have a right to social security and to develop their skills.*

Something to think about...

- 1) What does it mean to have “social security?”
- 2) Why is skill development so important?
- 3) What happens when people are denied the right to develop their skills?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 23: All human beings have a right to work for a fair wage in a safe environment and to join a union to protect their rights.

Something to think about...

- 1) What does earning a fair wage mean? How do we define fair wage?
- 2) Why should work be conducted in a safe environment?
- 3) Why is the right to join a union so important?
- 4) How do unions protect workers' rights?

Universal Declaration of Human Rights

Article 24: *All human beings* have a right to rest and leisure.

Something to think about...

- 1) How do you define “rest and leisure?”
- 2) Why are these important?
- 3) What is likely to occur if these are taken away?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 25: All human beings have a right to an adequate standard of living and to health care when they need it.

Something to think about...

- 1) How would you define an “adequate standard of living?”
- 2) How can an adequate standard of living be established or maintained?
- 3) How do we define what is “adequate” when it comes to “standards of living and health care?”
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 26: *All human beings have a right to be educated.*

Something to think about...

- 1) Why is it important to be educated?
- 2) What is likely to occur when large groups of people are uneducated?
- 3) What are some barriers to being educated?
- 4) How can the barriers to education be overcome?

Universal Declaration of Human Rights

Article 27: *All human beings have a right to freely participate in their community's cultural life.*

Something to think about...

- 1) What is meant by the term "cultural life?"
- 2) Why is it important to be able to participate in the "cultural life of the community?"
- 3) Should one be allowed to opt out of participating?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 28: *All human beings have a right to a social and international order that preserves and promotes all their rights.*

Something to think about...

- 1) What groups and/or organizations work to preserve and promote social and international order?
- 2) What challenges are faced by the groups and organizations that work to preserve and promote social and international order?
- 3) What methods or tools do groups and organizations that work to preserve and promote social and international order have to work with?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 29: *All human beings have a right to enjoy their rights and long as they do not prevent others from enjoying theirs.*

Something to think about...

- 1) When the exercising of rights collides, how do we determine whose rights win out?
- 2) When might it be appropriate to deny someone of their rights?
- 3) List some activities that might prevent someone else from enjoying their rights?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Universal Declaration of Human Rights

Article 30: *All human beings have the right to not have the rights set forth in the universal declaration of rights taken away.*

Something to think about...

- 1) Is there ever a situation when taking away someone's rights might be appropriate or justifiable?
- 2) What might be justifiable grounds for taking away a person's rights?
- 3) What conditions would have to be met to have the rights re-instated?
- 4) What would a world where everyone was free & able to enjoy their rights look like?

Activity # 4) Human Rights Word of the Week/Day for Morning Announcements at Schools

Example: “**Good Morning Students, the** (some sponsor it could be the NPS, NARA, PTA, a particular class (Mr./Mrs. Hackenweeze’s 2nd grade class) at the school etc. It could change/rotate from week to week) **is pleased to present the Human Rights Word of the Week here at** (School’s name) **Eleanor Roosevelt once said “Human Rights begin in small places, so small they cannot not be seen on a map or a globe.” In other words, Human Rights begin wherever you are, like right there in your classroom, and right here in our school.**

To help promote Human Rights awareness, our Human rights word of the week is kindness, respect, sharing, inclusion, friendship, helping, etc. etc. (the word) means (brief definition and/or example) So, let’s look for ways to spread a little (the word) in the halls and classes as (School name).

This could be reinforced with a hallway/classroom posting of the current word and words of past weeks. And teachers could spend a few minutes asking their students to think of some examples of the word in action as a discussion activity or a weekly writing or drawing activity/assignment.

UDHR Vocabulary/Word List

- 1) **Dignity** - the state or quality of being worthy of honor or respect
- 2) **Voting** - expressing your opinion or wish for a course of action
- 3) **Election** – a formal process or procedure that allows for people to express their wishes or opinions for a particular person or action
- 4) **Free Expression** - the right to have opinions and to express them without fear of getting into trouble
- 5) **Inclusion** - the practice or policy of providing equal access to the opportunities and resources for people who might otherwise be excluded or marginalized
- 6) **Equal Treatment Under the Law** - means that the laws apply to everyone equally, fairly and in all situations
- 7) **Finding and Expressing Your ‘Voice’** - the right to express a particular opinion or attitude
- 8) **Social Justice** - justice in terms of the distribution of wealth, opportunities and privileges within a society
- 9) **Deliberation** - deliberation requires opposing sides, or those holding opposing viewpoints to work together to identify and agree upon solutions to problems
- 10) **Debate** - debate is a type of contest where two opposing sides try to prove the other sides solution to a problem is flawed and that theirs is superior to the opposing side and thus should be accepted
- 11) **Political Participation** - includes a broad range of activities by which people express their opinions on how they should be governed

- 12) **Democracy** - a system of government controlled by the majority of people who live under that government
- 13) **Liberty** - being free from oppressive restrictions imposed by authority regarding your behavior, beliefs, or views
- 14) **Freedom** - the power to act, speak or think without hindrance or restraint
- 15) **Equality** - the state of being equal in terms of status, rights and opportunities
- 16) **Justice** - the quality of being fair and reasonable in the treatment of others
- 17) **Kindness** - the quality of being friendly, generous, and considerate
- 18) **Friendship** - a relationship between friends based on mutual trust, respect and support
- 19) **Compassion** - concern for the sufferings, hardships, and misfortunes of others
- 20) **Empathy** - the ability to understand and share feelings of another, to be able to 'put yourself in someone else's shoes'
- 21) **Commitment** - the state or quality of being dedicated to a cause, activity or person
- 22) **Humanity** – our species humans, expressed through all of our learning and literature, culture, history, art, music, language, philosophy and religions
- 23) **Concern** - to regard something as important or of interest
- 24) **Ambassador** - a person who acts as a representative or promoter of a specific activity or idea
- 25) **Consensus** - coming to a general agreement, finding places and opportunities for compromise
- 26) **Promise** - a declaration or assurance that one will do a particular thing for someone else, an expectation that something is certain to occur
- 27) **Principle** - a fundamental truth or proposition that serves as the foundation of a system of belief or behavior or for a chain of reasoning
- 28) **Respect** - a feeling of admiration for someone or something based on their abilities, qualities or achievements, due regard for the feelings, wishes, rights or traditions of others

Activity #5) My Day Excerpts with Prompt Questions

In her “My Day” columns Mrs. Roosevelt often wrote about her on-going work with the United Nations. Below are some excerpts from a selection columns along with thought provoking prompt questions.

For Example:

In her April 25, 1945, My Day Column Mrs. Roosevelt said...

“...We come to the San Francisco meeting... the purpose of which is...to set up an organization before which, at a later time, these problems of peace will come up for discussion...Our job is to build an atmosphere in the country as a whole that will assure the other peoples of the world as to our firm attention to live in a peaceful and democratic world...”

My Day 4/25/45

What do you Think?

- 1) What took place at the San Francisco Conference Mrs. Roosevelt refers to?
- 2) What is the organization that she is referring to?
- 3) How can we help to “build an atmosphere” that promotes peace and democracy right in our own communities?

In her February 28, 1946, My Day Column Mrs. Roosevelt said...

"I am happy to see that the United Nations Organization has found...a meeting place for the Security Council when it meets in New York... There are a certain number of people, of course, who would rather not have the international organization's headquarters in this country. They still have not accepted the fact that we share in international affairs which we cannot escape..."

My Day 2/28/46

What do you Think?

- 1) Why was it important that the United Nations headquarters be in New York?
- 2) Why do you suppose Mrs. Roosevelt believed, "that we share in international affairs which we cannot escape?"
- 3) Do you share her thoughts on this topic? Why or Why not?

In her February 28, 1947, My Day Column Mrs. Roosevelt said...

"I am glad to note that not only the President but a number of influential writers in this country are emphasizing that we have to accept our moral obligations in the United Nations and redeem them in hard cash, regardless of our money-saving desires... I can well understand the desire of Congress to pay off the national debt and to balance the budget... I feel quite sure, however, that [savings] cannot be made at the expense of people who have suffered all that human beings can endure, and who must still build up their countries in order that we may all return to normal economic activities..."

My Day 2/28/47

What do you Think?

- 1) What were our 'moral obligations' to the United Nations at the end of WWII?
- 2) What are our moral obligations today?
- 3) How should we decide just how much 'hard cash' our moral obligations are worth?

In her February 9, 1948, My Day Column Mrs. Roosevelt said...

"...There can be no real democracy where 15,000,000 people feel that they are discriminated against and cannot live on equal terms with their neighbors. Neither will there be real unity in this country until we conquer our prejudices. All of us have them in one form or another, but the time has come when the fight must be made by each one of us to live at home in a way which will make it possible to live peacefully in the world as a whole..."

My Day 2/9/48

What do you Think?

- 1) What are some examples of ways people are discriminated against in our country?
- 2) What does it mean to live on 'equal terms' with our neighbors?
- 3) How can we identify and work to overcome our individual prejudices?

In her June 1, 1948, My Day Column Mrs. Roosevelt said...

“...To obtain one of the four freedoms, Freedom from Want, and not the others, is a poor bargain; and yet, unless one obtains freedom from want, one is probably not much interested in any of the other freedoms....”

My Day 6/1/48

What do you Think?

- 1) What are the Four Freedoms?
- 2) How is 'Freedom from Want' generally defined?
- 3) How might being in want impact the daily activities of a person?

In her December 22, 1948, My Day Column Mrs. Roosevelt said...

"...One of the newspapers publishing my column wrote that it seemed rather dull to be told day by day just how each article of the Universal Declaration of Human Rights was being written... I purposely described the writing of that Declaration in that way so that people at home might have some idea of the difficulties surrounding the writing of the document which has to mean the same thing in five official languages and, if possible, not really interfere with any of the customs and habits or legal peculiarities prevalent in any of the 53 nations belonging to the United Nations... I think some people must have an idea that these legal arrangements are more easily arrived at than is actually the case..."

My Day 12/22/48

What do you Think?

1) Why was it so important to consider the 'customs, habits, or legal peculiarities' of each of the nations joining the United Nations?

2) When the traditions and customs of various nations conflict, how do we determine which of the traditions and customs are accepted and which are not?

3) Why do you suppose Mrs. Roosevelt felt it was important for people to understand how difficult the drafting of the Universal Declaration was?

Activity #6) Human Rights Champions BiographyCards

Ask students to select one of the Human Rights Champions from the list provided (or they could come up with one of their own) and ask them to create a Human Rights Champion Biography by providing answers to the following ten questions.

Biography Information:

- 1) Name?
- 2) Nationality?
- 3) Born?
- 4) Died?
- 5) A famous quotation?
- 6) Causes they championed?
- 7) Hardships they endured?
- 8) Significance of their contribution?
- 9) What would be three words you would use to describe this person?
- 10) If you could ask them one question, what would it be?

Example:

Name Anna Eleanor Roosevelt

Country United States of America

Born October 11, 1884

Died, November 7, 1962

A famous quotation

"The world of the future is in our making. Tomorrow is now."

Causes they championed

human rights, women's rights, civil rights, workers' rights

Hardships they endured

Mrs. Roosevelt was a very shy and timid little girl who lacked self confidence

Significance of their contribution

Chaired the committee that drafted the Universal Declaration of Human Rights

What would be three words you would use to describe this person?

Kind, Caring, Brave

If you could ask them one question, what would it be?

What is it like to work at the United Nations?

Extension Activities: Have them use the information they have collected to:

- a) Create a timeline of Human Rights Champions
- b) Create a word cloud of the traits that Human Rights Champions tend to demonstrate
- c) Draw a picture of their Human Rights Champion
- d) Highlight their quotes as jumping off points for class discussions about Human Rights
- e) Host a Night of the notables where the students dress up as their Human Rights Champion and invite parents and the community to come in and “Meet” this impressive gathering of Human Rights Champions

Some Suggestions for Selections

1. Eleanor Roosevelt
2. Nelson Mandela
3. Dr. Martin Luther King Jr
4. Susan B. Anthony
5. Muhamad Yunus
6. Mahatma Gandhi
7. Cesar Chavez

8. Malala Yousafzai-

9. Mother Teresa
10. Harvey Milk
11. Elie Wiesel
12. Desmond Tutu
13. John Lewis
14. Sojourner Truth
15. Liu Xiabo
16. Rigoberta Manchu
17. Shirin Ebadi
18. Frederick Douglass
19. Wangari Maathai
20. Dolores Huerta
21. Hellen Keller
22. Malcolm X
23. Rosa Parks
24. Marian Wright Edelman
25. Greta Thunberg

Activity #7) Service-Learning Projects Tied to the Articles

Students will learn empathy and become empowered to make a change as they select and engage in an activity that helps others.

Service Learning Projects and Articles

#	Project/Activity	Article Theme Addressed
1	Food Drive - Students learn empathy and of the needs of others as they collect food for the hungry	Food Insecurity
2	Coat Drive - Students learn empathy and gain awareness of a less fortunate population close to home as they collect slightly worn coats for those in need	Want
3	Gloves and Hats - Students learn empathy and the needs of others as they collect new gloves, mittens and hats for those in need.	Want
4	Pen Pals with Seniors - Students learn appreciation and the value of human connection as they write and send cards to a person in an assisted living centers.	Language Arts and Communication
5	Book Drive - Students learn the importance of a literate citizenry in a participatory democracy as they help others by collecting books for an under supplied library.	Education
6	Peer to Peer Tutoring - Students reinforce learning skills by helping others improve their skills as peer-to-peer tutors.	Education

7	Beautify Your School - Students learn about important social issues culture as they create murals in their school or classroom.	Culture and Art
8	History in Your Own Backyard - Students learn about the contributions of important people and industries in their community by researching them and creating “tabletop museums” for display in their school, local library, village or town hall or community center	History and Culture
9	Oral History Project for Your School - Students learn about the importance of their school by interviewing past graduates from various fields and professions.	History and Culture
10	Talent Show or Music - Students learn the pleasure of bringing joy to others as they organize and perform concerts or talent shows for people in assisted living facilities.	Culture
11	Plastic Round Up - Students raise awareness of the problems associated with plastic pollution and make their community cleaner by organizing a plastic collection and recycling program	Environment
12	Tree sales - Students discover the importance of cleaning the air, reducing erosion and providing habitats conducting a tree sapling sale.	Environment
13	Make Your School Lunchroom more Eco Friendly - Students raise awareness and reduce waste by	Environment

	organizing a program to reduce plastic use and food waste in their school lunchrooms.	
14	Birthday Balls for Those in Need - Students raise money for a local charity hosting evening events for Eleanor and Franklin's Birthdays (Oct. 11 and Jan. 30) inspired by and patterned after the President's MOD birthday balls of the past.	Disability Advocacy

Activity #8) Political/Editorial Cartoons/Posters that Speak to Human Rights Issues

They say a picture is worth a thousand words. And a picture is a great way to start a discussion regarding the importance of Human Rights. Below are three political cartoons or propaganda posters from the Roosevelt era that could be used to illustrate human rights violations of the past, and prompt a discussion of Human Rights today.

One: This poster is from World War II and alludes to the oppression being felt in parts of the world at that time.

- 1) Where might the sentiments expressed in the poster be said to exist today?
- 2) What could/should be done to address this situation today?
- 3) Which Article or articles of the UDHR address the issues portrayed in the poster or cartoon?

Activity #9) Word Searches, Crosswords, etc

Simple word searches, word scrambles, crosswords and words games for children/public.

Examples:

Word Search

Eleanor Equality Freedom Beliefs Asylum
 Empathy Dignity Trust Life Food
 Rights Laws Hope Order Home

E	L	E	A	N	O	R	J	L	C	W
M	Q	J	S	L	D	I	G	I	T	Y
P	X	U	K	A	V	G	O	F	R	A
A	F	L	A	W	S	H	R	E	U	S
T	O	K	B	L	K	T	D	O	S	Y
H	O	P	E	P	T	S	E	P	T	L
Y	D	H	O	M	E	Y	R	S	A	U
T	K	M	F	F	R	E	E	D	O	M

Activity #10) Human Rights Acrostic Poem (written down the side of a page)

Challenge students to write Human Rights based Acrostic Based poems from key words that are important in understanding Human Rights such as:

Dignity	Respect	Political Participation
Voting	Principle	Democracy
Election	Promise	Liberty
Free Expression	Consensus	Freedom
Inclusion	Ambassador	Equality
Voice	Concern	Justice
Social Justice	Humanity	Compassion
Deliberation	Commitment	Friendship
Debate	Empathy	Kindness
Peace		

Example:

People are like flowers,

Each of us blossoms in our own time,

And then we fade and fall having left,

Care and beauty and kindness,

Each of us contributes to peace.

Or

Each of us has dreams,

Quitting your dreams is a guarantee they will die,

Unless dreams survive,

All hope is lost,

Life is diminished,

It fails to be life,

Together we must dream and,

Yearn for equality for all.