



HUMAN RIGHTS 101

Learning Materials

- [Study guide in a google doc format](#)

This ready-to-use lesson/study guide introduces students to the concepts of human rights and to the Universal Declaration of Human Rights (UDHR). Learning activities include a warm up discussion to check existing knowledge of human rights, "Human Rights bingo," source-based questions, videos, and links to maps and inspiring stories of progress made on the 75th anniversary of the UDHR. The culminating task is a summarizing paragraph.





Guiding Questions

- What are human rights?
- What is the Universal Declaration of Human Rights (UDHR)?
- 75 years since the adoption of the UDHR, how much progress has been made when it comes to advancing human rights? Where have we fallen short?

Learning Objectives

After this lesson, students will be able to:

- Define human rights.
- Explain the history of human rights, the UN and the UDHR.
- Explain where and how human rights have advanced and where progress remains since the adoption of the UDHR.

Time Requirements

- 2-3 hours

US Learning Standards

Common Core

- CCSS.ELA-Literacy.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.
- CCSS.ELA-Literacy.SL.9-10.1a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.WHST.9-10.2a: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.SL.11-12.1a: 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.
- CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

C3 Framework for Social Studies

- D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Learning for Justice

- JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- JU.9-12.14: I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
- JU.9-12.15: I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.



Links to IB DP Global Politics

Unit: Human Rights		
Learning Outcome	Prescribed Content	Examples
Nature and evolution of human rights	<p>Definitions of human rights</p> <p>The UN's The Universal Declaration of Human Rights (1948)</p> <p>Developments in human rights over time and space</p>	<ul style="list-style-type: none"> • Notions such as inalienability, universality, indivisibility, equality, justice, liberty • Human rights milestones, eg civil and political rights, economic, social and cultural rights, gender rights, children's rights, indigenous people's rights, refugee rights
Codification, protection and monitoring of human rights	Monitoring human rights agreements	<ul style="list-style-type: none"> • Human Rights Watch

Unit: Rights and Justice (First Assessment in 2026)	
Contested meanings	<ul style="list-style-type: none"> • Rights • Justice
Interactions of political stakeholders and actors	<ul style="list-style-type: none"> • Civil society organizations, including advocacy • Marginalized, vulnerable and most affected groups and individuals
Nature, Practice and Study of	<ul style="list-style-type: none"> • International and regional rights frameworks, including the UN system, the Universal Declaration of Human Rights (1948) • Responses to violations of rights and perceived injustices



Thank you!

If you have any questions, would like more resources on this topic, or have any issues with this lesson, please reach out at aglobalclass@gmail.com

If you and/or your students have enjoyed this lesson and found it useful, please leave a positive review on [teachers pay teachers](https://www.teacherspayteachers.com).



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