Study Guide

Unit 10 Human Rights

# Theme

# How do we advocate for change?

# Vocabulary

## Setting

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| --- | --- |
| United Nations | The United Nations (UN) is an intergovernmental organization tasked to promote international cooperation and to create and maintain international order. |
| Universal Declaration of Human Rights | Motivated by the experiences of the preceding world wars, the Universal Declaration was the first time that countries agreed on a comprehensive statement of inalienable human rights. |
| UN Declaration on the Right of the Child | an international document promoting child rights because their vulnerability requires special care and protection.  |

## Conflict

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| --- | --- |
| Exploitation | the action or fact of treating someone unfairly in order to benefit from their work. |
| Discrimination  | the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex. |
| Genocide | the deliberate killing of a large group of people, especially those of a particular ethnic group or nation. |
| Poverty  | The inability to meet basic personal needs such as food, clothing and shelter. |
| Privacy  | being free from being observed or disturbed by other people. |
| Torture  | inflicting severe pain on someone as a punishment or to force them to do or say something, or for the pleasure of the person inflicting the pain. |
| Refugees | a person who has been forced to leave their country in order to escape war, persecution, or natural disaster. |

## Characters

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| --- | --- |
| Advocate | a person who publicly supports or recommends a particular cause or policy. |
| Amnesty International | a London-based non-governmental organization which campaigns to end abuses of human rights. |
| Human Rights Watch | an international non-governmental organization that conducts research and advocacy on human rights. |

## Plot

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| --- | --- |
| Institutional Discrimination | Institutionalized discrimination refers to the unjust and discriminatory mistreatment of an individual or group of individuals by society and its institutions as a whole, through unequal selection or bias, intentional or unintentional; as opposed to individuals making a conscious choice to discriminate. |
| Race | A social category that divides humanity into different categories, typically along physical characteristics |
| Sex  | either of the two main categories (male and female) into which humans and many other living things are divided on the basis of their reproductive functions. |
| Gender | the state of being male or female (typically used with reference to social and cultural differences rather than biological ones). |
| Child labor  | the use of children in industry or business, especially when illegal or considered inhumane. |

## Resolution

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| --- | --- |
| Activism | the action of using vigorous campaigning to bring about political or social change. |

# Analysis

Answer the main questions in a perfect paragraph. There should be A) one topic sentence, B) three supporting sentences and C) a conclusion. The italicized, supporting questions are provided to help you answer the main question.

## Theme

1. How do we advocate for change?

*What are the Aristotle’s three styles of persuasion?*

*Why are each important for persuading people?*

*How does persuasion contribute to activism?*

## Setting

1. Why is the Universal Declaration of Human Rights important?

*What is the purpose of the UN?*

*Why did they develop the UDHR?*

*What rights does the UDHR protect?*

## Conflict

1. Why are human rights violated?

*What is an example of a human rights violation?*

*What is the historical background for the violation?*

*How is the violation justified?*

## Characters

1. Why are human rights organizations important?

*What are some important human rights organizations?*

*What do those organizations do?*

*How do they advocate for change?*

## Plot

1. How are people impacted by violations of their human rights?

*Which right of the UDHR is violated?*

*What are the physical, psychological, and emotional consequences of the violation upon its victims?*

*How does that violation prevent people from flourishing?*

## Resolution

1. How do activists mobilize people for action?

*What specific change are activists advocating for to stop the violation?*

*What steps are they taking to reach that goal?*

*How are activists raising awareness?*