



# The CLAVES Curriculum

## Unit 2: Rights & Freedoms Cycle 0: Introduction to Unit 2 Lesson 1

<b>Unit Questions</b>	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
<b>Cycle Discussion Questions</b>	<ul style="list-style-type: none"> <li>Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?</li> <li>Do you agree with Joelito's big decision? Why? What would you have done?</li> </ul>	
<b>Unit Writing Prompt</b>	<p>Write an op-ed about something unfair that is important to you:</p> <ul style="list-style-type: none"> <li>Your opinion about whether animals should be held in captivity (as pets or in zoos).</li> <li>Your opinion on whether we should protest the unfair treatment of workers.</li> <li>Your opinion on something else that is important to you.</li> </ul>	
<b>Cycle Language Targets</b>	<b>Vocabulary:</b> Rights, Freedom, Advocate	<b>Morphology:</b> n/a <b>Syntax:</b> n/a
<b>Lesson 1 Objectives</b>	<ul style="list-style-type: none"> <li>Engage with vocabulary and morphology language targets.</li> <li>Understand the broad focus of the Rights &amp; Freedoms unit.</li> </ul>	
<b>Materials</b>	Teacher	Students
	<input type="checkbox"/> Intro Powerpoint deck <input type="checkbox"/> "The Story of Human Rights" <a href="#">video</a>	<input type="checkbox"/> Paper for exit ticket writing (optional)

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Unit and Lesson (5 min)</b>	<p><b>Introduce Unit</b> Open Unit 2 Intro Lesson Powerpoint</p> <ul style="list-style-type: none"> <li><b>SLIDE 1:</b> <i>In Unit 2, we are going to learn about human rights and animal rights, and how people can advocate for both human and animal rights.</i></li> <li><b>SLIDE 2:</b> <i>We are going to be thinking about three big questions: "What does fair treatment look like?", "How can people stand up for their rights and the rights of others?", and "What can people do to change things that are unfair?"</i></li> <li><b>SLIDE 3:</b> <i>To get started, we'll go over three words that will help us to understand, discuss, and answer these questions.</i></li> </ul>
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<b>Reading and Embedded Language (25 min)</b>	<p><b>Pre-Reading Word Work</b> Continue Unit 2 Intro Lesson Powerpoint.</p> <ul style="list-style-type: none"> <li><b>SLIDES 4 - 9: Freedom</b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> <li><b>SLIDES 10 - 16: Rights</b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> <li><b>SLIDES 17 - 27: Advocate</b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> </ul>
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## The CLAVES Curriculum

### **Guided Video-Watching**

- We're going to watch a short video clip: "The Story of Human Rights", which will be about the meaning of human rights. (<https://youtu.be/xqT8feukXlq>, 1:32 minutes)
  - **NOTE:** Turn on closed captions for visual support.
- While you watch, listen for the words we just reviewed, and listen to how "human rights" is described by the people in the video clip.

### **Post-Video Discussion/Exit-Ticket Writing**

Ask students some of the questions below, or ask your own:

- What does the speaker mean when they say that human rights are "universal"? Why do they show a picture of the whole world?
- What are some examples of human rights? What about animal rights? How are those similar to, or different from human rights?
- When would you choose to advocate for the human rights of others?
- When would you choose to advocate for human or animal rights?

**NOTE:** The goal is to facilitate students' understanding of **freedoms**, **rights**, and **advocacy**.

**Wrap Up  
(1 min)**

### **Close Lesson**

Good work everyone. Next time, we'll start thinking about animal rights and how one gorilla named Ivan taught a lot of people about the importance of animal rights.



### For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
<b>Freedom</b> (noun)	Being able to act, speak, or think as one wants without being stopped or punished.	<i>Libertad</i>	自由 zì yóu  自由 ji6 yau4	Children have <b>freedom</b> of speech. We have the right to speak and write to school officials on issues.
<b>Rights</b> (noun)	The freedoms we have that are protected by law.	<i>Derechos</i>	权利 quán lì  權利 kyun4 lei6	People in the United States over the age of 18 have the <b>right</b> to vote no matter what their race, religion, and sexuality.
<b>Advocate</b> (verb/noun)	To support or to speak in favor of something or someone. <i>(verb)</i>  A person who supports or speaks in favor of something or someone. <i>(noun)</i>	<i>Defender (verb)</i>  <i>Defensora (noun)</i>	拥护 yōng hù  擁護 yung2 wu6  支持者 zhī chí zhě  支持者 ji1 chi4 je2	Workers can <b>advocate</b> for a minimum wage of \$15 per hour.  Animal welfare <b>advocates</b> promote humane treatment for all animals.