



Unit 1: Basic Human Rights

Students' Guide

LESSON 2: Identity Collage

Content Objectives

- Students draw some kind of visual representation of themselves and parts of their identities.

Rights Literacy Objectives

- Students begin to relate components of their identities to the rights associated with them focusing on their rights as immigrant men and women.

Language Objectives

- Students describe their own traits and identities.
- Students practice writing and speaking about their rights.

KEY VOCABULARY:

Nouns	Verbs	Adjectives	Pronouns
Age, gender, nationality	To be	Tall/small	I
Family	To have	Beautiful	She/he
Justice	To draw	Fake	We
Profession	To lose	Legal/illegal	You
Documents/ID	To ask for	Documented/ undocumented	You (plural)
Dignity	To live	Good/bad	It
Skills	To watch	Hard-working	
Hobbies	To like	Pleasant	
Right	To dance	Funny	

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014).

Lesson Activities:

PART A) Quotes

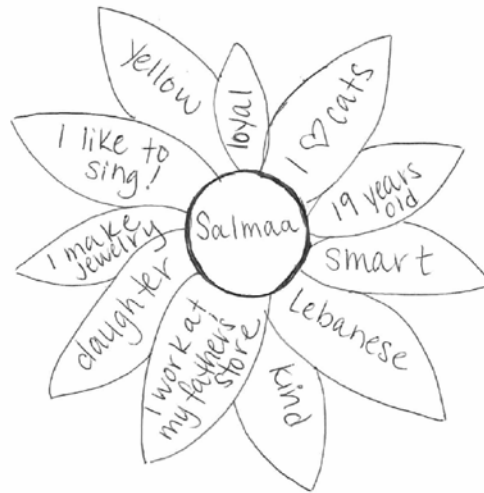
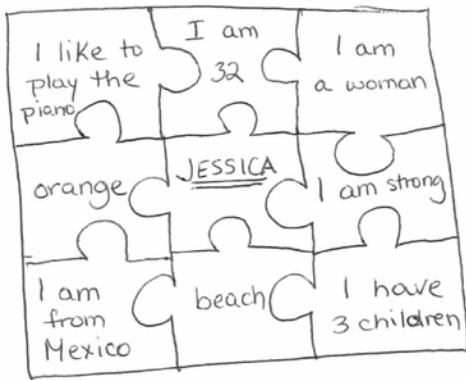
In small groups, read and reflect on the following quote from the Universal Declaration of Human Rights (1948). One person in your group can take notes to present to the whole class.

"Everyone has the right to life, liberty and security of person." (Article 3).

PART B) Drawing an Identity Collage

Draw an image to represent yourself. You can draw a tree, a car, boxes, or other visuals in which you then write your name and other parts of your identities. For example, you can include your age, gender, ethnicity, nationality, favorite food, profession, family, hobbies, etc. You can use the sample below for inspiration, but you should create your own collage.

SAMPLES:



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