



Unit 1: Basic Human Rights

Teachers' Guide

Intermediate Level

LESSON 2: Reflections on Identity through Song and Poem

FOR MORE INFORMATION TO HELP YOU ANSWER QUESTIONS THAT MAY COME UP DURING THIS LESSON, REFER TO THE FREQUENTLY ASKED QUESTIONS SHEET "HUMAN RIGHTS AND CIVIL RIGHTS" AT THE END OF THIS LESSON.

Time: 3 hours

Content Objectives

- Students explore different forms of art including music and poetry that will encourage them to reflect on their identities.
- Students begin to think about who they are and where they come from.

Rights Literacy Objectives

- Students express which rights are important to them

Language Objectives

- Students learn vocabulary related to people's identities.
- Students practice writing skills by creating their own poems.

Materials:

- Paper, pencil
- Student lesson handout
- Audio of the song: "Lady in Spain" by Ingrid Michaelson

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KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Woman/man	Have to	Friendly/Mean	Why?
Skills	To be	Favorite	What?
Places	To need	Happy/sad	Who?
Poem	To live	Worried	Where?
Education	To practice	Fluent	How old?
Race/ethnicity	Can	Older/younger	How long?
Immigrant	Should/Shall	Confused	
Song	To miss	Affordable	
Music	Must	Brave	

Before completing the activities below, the instructor should review the lesson vocabulary from the table above.

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Lesson Activities:

PART A) Who I am

The instructor asks questions to the students to model for them. Then, the instructor encourages the students to ask questions of one another, and make up their own questions. At the end of this activity, the instructor asks each student to introduce their partner based on the information they learned.

In pairs, ask questions to each other to find out this information. Then, introduce your partner to others in the class, based on the information you learned from each other.

- What is your name?
- Where do you live?
- What is your nationality?
- What is your height?
- How long have you been in the United States?
- What is your favorite place in the community?
- Other questions?

PART B) “Lady in Spain”

The instructor plays the song by Ingrid Michaelson: “Lady in Spain” (audio and full lyrics available here: <http://youtu.be/EcWIBniRvFY>). The instructor asks the students to fill in the words with information from the lyrics. First, the instructor asks the students to just listen to the song; then the instructor asks the students to complete the activity while listening to the song a second time. The missing words (in order) are: sing, am, stars, see, boy, love, anything, be. At the end, listen to the song a third time together. The instructor asks the students if they liked the song and why.

Listen to the following song by Ingrid Michaelson called “Lady in Spain.” Fill in the blanks with words from the song’s lyrics in English.

“Lady in Spain”

I am the lady in Spain
I’ll _____ a haunting refrain
I _____ a lady from Mars

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And I can unscrew the _____

I can be anything that I see,
I can be anything that I, anything that I _____
I am in love with a _____
Manufactured to destroy
So I shall unravel my _____
Like an old red woolen glove

I can do anything I want to
I can do _____ I want, anything my heart tells me to do

can do-ooo-ooo anything I want to I can be-ee-eeee
Anything that I see I can do-oooo-ooooooo anything I want to
I can _____ anything that I see anything that I see

PART C) Modal verbs & song “Lady in Spain”

Play the song “Lady in Spain” and have students underline modal verbs (verbs that go with other verbs, such as must, can, should, ought to, have to, etc.). Then, ask the students to follow the song’s lyrics and write down where they are from (i.e. I am a woman from India). Then, the instructor asks the students to write down three things they can do. The instructor can introduce various modal verbs here, but focus on “can” this time, as it appears in the song.

Listen to the song “Lady in Spain” and underline all the modal verbs (can, must, should, have to, etc.) that appear in the lyrics. Now, write down where you are from and list three things that you can do:

- 1) I can...
- 2) I can...
- 3) I can...

PART D) “I am” poem writing

For this activity, the instructor reviews the adjectives vocabulary in the table at the beginning of this lesson with the students. The instructor goes over the poem model/structure with the students making sure they understand the key vocabulary words and categories. The instructor asks the students to write an “I am” poem

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following the structure of categories in the sample while encouraging the students to expand their thoughts and be creative. The students should come up with their own titles for the poems. At the end, the instructor asks the students to share their individual poems in pairs or in front of the class, or both.

For this activity, write an “I am” poem following the structure of categories in the sample. The first part of the poem may begin with the phrase, “*I am...*,” but this is not required. You may prefer to start your writing using this phrase at the beginning of each line/verse. Please choose a title for your poem.

The poem should include lines addressing the following categories:

STRUCTURE	SAMPLE POEM
I am... <i>your first name</i>	I am Sally
I am... <i>3 words describing yourself</i>	I am artistic, friendly, energetic
I am from... <i>community, country, region, etc.</i>	I am from the Bronx, Dominican Republic
I miss... <i>2 things you miss from your country of origin</i>	I miss the sounds of the village and my mother’s cooking
I am a person who loves... <i>3 things you love to do</i>	I am a person who loves to take pictures, listen to music, draw
I am taking this class because... <i>reason you are here</i>	I am taking this class because I want to speak English fluently
I need... <i>3 things you want from this class</i>	I need to practice conversation, know my rights as an immigrant, a motivating instructor.
I am skilled at... <i>3 things you are able to do</i>	I am skilled at presenting and making delicious food
I have the right to... <i>2 rights that are important to you</i>	I have the right to education and the right to affordable health care

END OF LESSON REFLECTIONS: The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. The teacher may want to take notes based on what students share to help in preparing the lesson for the following week. Guiding questions for instructors to pose to students include the following:

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- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?
- What was difficult? What was easy?
- How did you feel?
- What would you change?
- How would you use this information?
- How does this content connect to human rights?
- What situations can you think of when you may want to assert your rights?

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FAQ: HUMAN RIGHTS AND CIVIL RIGHTS

❖ What are “rights”?

Rights are legal, social, or ethical principles. They are a moral or legal entitlement to have or obtain something or to act in a certain way. For example, we speak about the right to life and freedom as universal rights.

❖ What is the Universal Declaration of Human Rights?

The Universal Declaration of Human Rights was adopted by the United Nations on December 10, 1948 (text available here: <http://www.un.org/en/universal-declaration-human-rights/index.html>). There are 30 articles in the Universal Declaration of Human Rights. Below you will find the first three articles.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

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❖ What are Human Rights?

There is a lot that has been written and said about what human rights are. Here is just one definition:

“Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.”

- United Nations, Office of the High Commissioner for Human Rights
(<http://www.ohchr.org/en/issues/pages/whatarehumanrights.aspx>)

❖ What are Civil Rights in the United States?

There is a lot that has been written and said about civil rights. Here is just one definition:

“Civil rights are personal rights guaranteed and protected by the U.S. Constitution and federal laws enacted by Congress, such as the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. Civil rights include, for example:

- freedom of speech,
- the right to vote,
- due process of law,
- equal protection of the laws, and
- protection from unlawful discrimination.”

- United States Department of Health and Human Services
<https://www.hhs.gov/civil-rights/for-individuals/faqs/index.html>

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