Human Rights
From a Grade 4 Perspective
Introductions

Carol Montgomery, Emilie De Wolf, John Fredrickson, Ruby Gagnon, and Nicholas Morrison
Why do we learn about Human Rights?
What are Human Rights to Us?

• INSERT VIDEO
Human Rights our Curriculum

• First Unit of Inquiry: A Right to Smile
• Central Idea: All children have rights and along with these rights come responsibilities
UN Declaration of the Rights of a Child

- The right to be treated equally – whatever your race, colour or country.
- The right to grow up in good health.
- The right to have a name and country.
- The right to have enough food, a house, and care if you are ill.
- The right to have access to medicine.
- The right to special care, if you have special needs.
- The right to love, understanding and care.
- The right to go to school and have a chance to play.
- The right to help straight away if there are disasters.
- The right to be protected from cruelty.
- The right to grow up in a peaceful and loving world.
Literature Circles: Learning about the Rights of a Child through Literacy

• Literature Circles Roles
  – Discussion Leader, Summarizer, Vocabulary Enricher, Illustrator, Investigator, and Character Captain
Novels We Read
Literature Circle Discussion
Parvana’s Journey Mini Movie by Emilie
Our Summative Assessment Task
## Summative Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Developing</th>
<th>Mini- Expert</th>
<th>Mini-Expert Plus +</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children’s Rights</strong></td>
<td>Has difficulty identifying any children’s rights. Confuses rights, responsibilities and privileges.</td>
<td>Shows developing awareness of children’s rights by identifying a small number of rights highlighted and explaining or discussing them.</td>
<td>Shows awareness of children’s rights by identifying a number of rights highlighted and explaining or discussing them.</td>
<td>Shows a deep awareness of children’s rights by identifying a number of rights highlighted and explaining or discussing them with detail.</td>
</tr>
<tr>
<td><strong>Responsibilities</strong></td>
<td>Has difficulty identifying any responsibilities or showing how these are related to rights. Confuses rights, responsibilities and privileges.</td>
<td>Shows some understanding that children’s rights have associated responsibilities. Is in some cases able to demonstrate how specific responsibilities relate back to specific rights.</td>
<td>Shows a clear understanding that children’s rights have associated responsibilities. Is able to demonstrate how specific responsibilities relate back to specific rights.</td>
<td>Responses show a sophisticated understanding of how rights entail responsibilities for all.</td>
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End of the Unit
Student Directed Assembly
The right to be treated equally – whatever your race, colour or country.
The right to grow up in good health.
hospital

Hi I'm a nurse

Hi I'm a doctor

Sara
Sophie

all children have the right to have healthy food

sandwich
blueberries
tomato
raspberry

cheese

salad

greenbeans

mushroom

broccoli
meats
I made the picture I want to show that children need healthy natural environment to grow up in good health. I drew the sun, flowers, tree, clouds and apples. This child is smiling because he has a healthy environment to grow up in with no pollution or disease.
Joana, Patrick, Sebastian, Pat present

The right to have a name and country.
No name, No Home

I don’t know who I am, I don’t know who I am,
My right to identity is stuck in a pan.
I don’t know where I’m from, my heart beats like a drum
I don’t have name, a hearth or a flame,
To keep me warm during a storm, and that’s a shame.
I don’t have a passport, I don’t have a country,
It’s like I don’t exist, I’m not in any name list.
I don’t have a mother nor a father, I don’t have a sister or brother.
I don’t have a welcoming home, I feel helpless and all alone
Where are my rights?
The right to help straight away if there are disasters.
Action
Grade 4 Presents

The right to grow up in a peaceful and loving

We are the World!